

# STRATEGY INSTRUCTION MATERIALS FOR READING

Strategy-Based Instruction Materials for Undergraduate Students' Reading Comprehension

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### **Abstract**

This qualitative action research study explored how the design and implementation of two workshops, made up of five lessons each, based on reading strategies contributed to the reading comprehension of undergraduate students. This study was conducted at Fundación Universitaria Los Libertadores on a group of five students from the education programs offered by the university. Students' artifacts, field notes, think-aloud protocols and focus group interviews were used as data gathering instruments. The findings evidenced how the contextualization of the materials helped to achieve impact and relevance on students by means of text characteristics, pre and post reading activities, and relevant content; additionally, how language competence influenced the use of reading strategies in terms of lack of linguistic resources, independent use of strategies from constant exposure and practice, and use of L1 to activate background knowledge; finally, how reading comprehension development was limited due to lack of vocabulary and the achievement of surface level of comprehension. This study impacted students' reading comprehension, generated institutional innovation, and promoted the development of contextualized materials in the ELT community; and also, impacted the author of this document in his role as teacher-researcher and materials developer.

***Keywords:*** materials development, reading strategies, reading comprehension

### Resumen

Esta investigación-acción cualitativa exploró cómo el diseño e implementación de dos talleres, de cinco lecciones cada uno, basados en estrategias de lectura contribuyeron a la comprensión de lectura de estudiantes de pregrado. Este estudio se llevó a cabo en la Fundación Universitaria Los Libertadores en un grupo de cinco estudiantes pertenecientes a alguno de los programas en educación ofrecidos por la universidad. Se usaron artefactos de estudiantes, notas de campo, protocolos verbales y entrevistas en grupos focales como instrumentos de recolección de datos. Los hallazgos evidenciaron cómo la contextualización de los materiales ayudó a lograr impacto y relevancia en los estudiantes por medio de características de los textos, actividades de pre y post lectura, y contenido relevante; adicionalmente, cómo el nivel de competencia en la lengua influenció el uso de estrategias de lectura desde el punto de vista de la falta de recursos lingüísticos, uso independiente de estrategias por exposición y práctica constante, y el uso de L1 para activar conocimiento previo; por último, cómo el desarrollo de la comprensión de lectura se vio limitada debido a la falta de vocabulario y el haber logrado un nivel superficial de comprensión. Este estudio causó impacto en la comprensión de lectura de las estudiantes, generó innovación a nivel institucional, y fomentó el desarrollo de materiales contextualizados en la comunidad de enseñanza del inglés; y, además, impactó al autor de este documento en sus roles como profesor-investigador y desarrollador de materiales.

***Palabras clave:*** desarrollo de materiales, estrategias de lectura, comprensión de lectura

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**Description**

This research study intended to explore how the design and implementation of two workshops based on reading strategies contributed to the reading comprehension of undergraduate students. This study is a qualitative action research where data was analyzed under the principles of grounded theory. The data gathering instruments selected for this study were: students' artifacts, field notes, think-aloud protocols and focus group interviews. The theoretical constructs supporting this study were materials development, reading strategies and reading comprehension. The main scholars consulted in the field of Materials Development were Núñez, Téllez and Castellanos (2013); Núñez and Téllez (2015); and Tomlinson (2012). Regarding reading strategies, O'Malley and Chamot (1990); Oxford (1990); and Rubin, Chamot, Harris and Anderson (2007) were considered. Finally, concerning reading comprehension, Aebersold and Field (1997); Anderson (2013); and Nuttall (1996) were the authors mainly consulted. It can be concluded that the design and implementation of strategy-based materials can strengthen undergraduate students' reading comprehension.

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## **Content**

This research study encompasses five chapters. The first chapter presents the research problem, considering the statement of the problem, the research question, the general and specific research objectives, the related studies, the setting and the rationale. The second chapter encloses the literature review of the theoretical constructs: materials development, reading strategies and reading comprehension. The third chapter deals with the methodological design, consisting of the research design and the instructional design. Regarding the research design, the approach, type of study, participants and data gathering instruments are considered. Concerning the instructional design, the pedagogical intervention and instructional objectives are presented, as well as the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question and the suggested instructional phases. The fourth chapter addresses the data analysis examining the data analysis procedure and the research categories and subcategories. Finally, the fifth chapter states the conclusions, pedagogical implications, limitations and questions for further research.

## **Methodology**

The current study is a qualitative research study that observes social phenomena and tries to make sense out of it. In this regard, Hitchcock and Hughes (1995) defined qualitative research in terms of the relationship established between the researcher and the world by means of analysis and reflection. Additionally, this study occurs within the action research approach where, according to Burns (2010), teachers become critical and systematic to be researchers of their educational contexts. The data gathering instruments selected for this study were: students' artifacts, field notes, think-aloud protocols and focus group interviews. The instructional design involved a pedagogical intervention that entailed the design and implementation of contextualized materials based on reading strategies to contribute to students' comprehension.

## **Conclusions**

Analysis of the data in regard to the research question helped to determine that (a) contextualized materials facilitated the achievement of impact and relevance, (b) students' language competence influenced reading strategies use, and (c) students' language competence limited reading comprehension development. The main conclusion drawn from this is that the design and implementation of workshops based on reading strategies contributed to the reading comprehension of undergraduate students. However, it is necessary to foster vocabulary building as an essential component of reading comprehension.

## Table of Contents

Acknowledgments .....	iii
Abstract .....	iv
Resumen .....	v
RESUMEN ANALÍTICO EN EDUCACIÓN - RAE .....	vi
Table of Contents .....	xiii
List of Tables .....	xv
Introduction .....	1
Chapter I .....	3
Research Problem .....	3
Statement of the Problem .....	3
Research Question .....	5
Research Objectives .....	5
General objective .....	5
Specific objectives .....	5
Related Studies .....	6
Setting .....	9
Rationale .....	9
Chapter II .....	12
Literature Review .....	12
Materials development .....	12
MD as a field of study .....	12
Requirements, demands and components of MD .....	13
Defining materials .....	14
Typology of materials .....	15
Authentic vs non-authentic materials .....	16
Reading strategies .....	17
Learning strategies .....	17
Language learning strategies .....	18
Types of language learning strategies .....	19
Reading strategies .....	20
Strategy-based instruction .....	21
Reading .....	23
Literacy .....	23
Defining reading .....	24
Reading in the L2 .....	25
Types of reading .....	26
Reading comprehension .....	27
Models of reading .....	29
Chapter III .....	31
Methodological Design .....	31
Research Design .....	31
Approach .....	31
Type of study .....	32
Participants .....	33
Students .....	33

Teacher-researcher and text developer.....	34
Data gathering instruments .....	34
Students' artifacts.....	35
Field notes .....	35
Think-aloud protocols .....	35
Focus group interviews .....	36
Instructional Design.....	36
Pedagogical intervention.....	37
Instructional objectives .....	40
Intervention as innovation .....	40
Theory of the nature of language and language learning.....	41
Methodological approach underlying the pedagogical intervention.....	43
Connection of the pedagogical intervention with the research question .....	43
Suggested instructional phases .....	44
Proposed material development framework .....	44
Informed consent.....	45
Sensitization .....	45
Implementation of the materials .....	45
Table 1 – Schedule for the Implementation of the Workshops .....	46
Chapter IV .....	47
Data Analysis .....	47
Data Analysis Procedure .....	47
Research categories .....	49
Table 2 – Research Categories and Subcategories .....	49
Achieving impact and relevance through contextualized materials .....	50
Characteristics of the reading texts posed challenges and opportunities to face the activities proposed.....	50
Pre and post reading activities had a positive impact on contextualization and production .....	53
The content of the workshops was relevant for students .....	56
Reading strategies use influenced by language competence .....	60
Lack of linguistic resources made some strategies challenging for students.....	60
Independent use of reading strategies requires exposure and practice .....	63
L1 was used as a tool to activate prior knowledge .....	65
Limited development of reading comprehension .....	66
Lack of vocabulary hindered reading comprehension .....	66
Achieving surface level of reading comprehension .....	68
Chapter V .....	70
Conclusions and Pedagogical Implications.....	70
Conclusions .....	70
Pedagogical Implications.....	73
Limitations.....	75
Further Research.....	75
References .....	76
Appendices .....	87
Appendix A: Survey Sample.....	87
Appendix B: Sample workshop.....	89

Appendix C: Field Notes Form .....	140
Appendix D: Think Aloud Protocol Sample .....	141
Appendix E: Interview Schedule Focus Group .....	145
Appendix F: Informed Consent Form .....	146

### **List of Tables**

Table 1 – Schedule for the Implementation of the Workshops .....	46
Table 2 – Research Categories and Subcategories .....	49

## **Introduction**

Throughout my teaching experience, students have shown difficulties in all the aspects and skills of the language, in a lower or higher degree. Thus, it is a necessary part of the teaching practice to look for different ways that can help them overcome those problems. At a national level, the Ministry of Education's (MEN) current policy, Colombia Very Well, intends to increase the level of English across all educational levels. This includes establishing language requirements for higher education institutions as part of accreditation and qualified registry processes (MEN, 2014). For instance, Resolution 02041 from February 3rd 2016 issued by the MEN requires students in education programs to have a B1 level in any foreign language according to the criteria of the Common European Framework of Reference (CEFR), which can be validated through Saber Pro test. Given that, one of the skills that play a fundamental role in the learning of English as a foreign language (EFL) in Colombia is reading, which is the only skill present in Saber Pro test.

The first contact students usually have with EFL contexts is through written texts. At university, for instance, students have to read content-based English texts for their subjects. The problem is that, most of the times, students are not given the appropriate tools for a successful reading comprehension process. It is seen, in most cases, that students resort to translation software as a way to understand the text. The risk in this practice lies on the fact that the message can differ from the original source. This type of actions along with the lack of proper guidance from institutions end up hindering student's reading comprehension and reducing the chances of obtaining good results in EFL-related instances, such as academic activities, performance in English tests (including Saber Pro or any international exam), or even access to better professional opportunities.



In the particular context of this study, the university uses a platform where students are assigned a weekly workload. However, this platform works autonomously, which does not guarantee students' genuine involvement, and the contents are not necessarily connected to their classes. In face-to-face sessions, there are no institutional materials, which means English teachers end up compiling different commercial materials, thus, ignoring the particular needs of their classrooms. In this regard, Kumaravadivelu (2001) argued that "to ignore local exigencies is to ignore lived experiences" (p. 539). As a result, the purpose of this research study was to design and implement contextualized workshops based on strategy-based instruction as a possible option to help students improve their reading comprehension.

This document is divided into five chapters, as follows: research problem, literature review, methodological design, data analysis, and conclusions and pedagogical implications.

## **Chapter I**

### **Research Problem**

#### **Statement of the Problem**

The School of Education at Fundación Universitaria Los Libertadores needs to comply with a series of requirements stated by MEN regarding education programs (Resolution 02041 from February 3rd, 2016). One of these requirements emphasizes that higher education institutions need to guarantee that all graduate students who belong to these programs need to have an A2 level in any given foreign language (English in almost all the cases) according to the criteria of the Common European Framework of Reference (CEFR), which can be supported through Saber Pro test or any standardized international exam.

The language center offers four English levels that all undergraduate students at university take as a compulsory part of their syllabi. These levels are usually distributed during the first four semesters in every program and have a weekly course load of two academic hours (each academic hour is equivalent to forty-five minutes). In the case of both education programs, the weekly course load doubles to four academic hours as a way to increase these students' exposure to the language. In their face-to-face courses, students do not use any particular textbook or any standardized materials, which could be seen as an opportunity to develop materials based on students' sociocultural and educational particular context (Rico, 2010). However, English teachers are in charge of preparing their own materials for class, which usually means compiling and combining materials taken from different sources (textbooks, Internet materials or pre-designed teaching material). On the other hand, students have to work on a virtual platform called Dexway, which is worth a certain percentage of the score for every term and the final score. Nevertheless, some issues related to the platform are: firstly, that although the platform covers all four language skills and has great amounts of vocabulary, it relies too heavily on grammar; and

secondly, that there is no guarantee students will actually use the platform conscientiously.

Additionally, students can schedule tutoring sessions where they can reinforce their knowledge of English.

Another aspect to highlight is the fact that the university is in constant search of creating bilingual spaces of interaction. Thus, professors from all areas are required to plan, program and implement some spaces called interventions. The aim of these spaces is to give students content-related activities where students can learn and interact with topics from their programs in English. The most common type of activity used by professors in education programs consists of giving students a text, so they can read it and demonstrate their understanding of the text throughout presentations, quizzes or discussions. However, students approach these texts using translation software, which is usually a poor means of understanding, thus losing any chances of truly confronting the original message.

Considering all these different instances, reading was considered as the target skill for this research study due to the following reasons: (a) all the academic spaces where English is involved imply having certain level of reading comprehension; (b) the nature of Saber Pro test is solely based on showing proficiency through reading and; (c) students have better chances at a professional and academic level when they can face texts related to their career more easily.

Three needs assessment instruments were considered to support the research question in this study: an entry test via Blackboard (another virtual platform used by the university for all academic spaces), a survey (See Appendix A) and an interview. The information obtained from these instruments allowed to identify several characteristics about students. For instance, their level of English, their perception about their English learning experience, and their concepts about reading comprehension and reading strategies. Moreover, key information was obtained

regarding the type of content they would have liked to work on or the type of exercises they wanted to see in the platform.

Taking into account all the information obtained and using it to shape the problem object of the study, the purpose of this research study was to design and implement workshops based on reading strategies to help students from the School of Education improve their reading comprehension. This, then, was an initial attempt to find ways to empower language teachers at university to embrace their role of educators. As Richards (1998) stated, “teaching expertise” (p. 65) is not only developed by mastering pedagogical theories, but also, and most important, by being an active participant in the construction of theory from personal experience. This empowerment can be achieved by using our gained knowledge of the local needs to design materials that better fit the needs of our students, instead of, as seen most of the times, depending on the materials designed by multinational editorials; even worse when the materials being “designed” are just a patchwork quilt of sources that seem to make some sense.

### **Research Question**

How do the design and implementation of workshops based on reading strategies contribute to the reading comprehension of undergraduate students?

### **Research Objectives**

**General objective:** To analyze the impact of workshops based on reading strategies on undergraduate students’ reading comprehension.

**Specific objectives:** (a) To assess the effectiveness and suitability of workshops based on reading strategies on undergraduate students’ reading comprehension; (b) to identify the factors that may influence undergraduate students’ reading strategies use, and (c) to determine how students make meaning from the text by using strategy-based instruction.

**Related Studies**

In this section, six different studies are presented which are related and contributed to the current research study. These studies deal with these following constructs: materials development, reading strategies and reading comprehension, which are the ones that emerged from the research question.

Regarding materials development and reading strategies, Verano (2017) conducted a qualitative action research study at a private school with nineteen 11th-grade students in their English class. Throughout the study, the researcher intended to highlight the importance of awareness in the use of metacognitive reading strategies to enhance students' reading comprehension. This was demonstrated by implementing five worksheets focused on metacognitive reading strategies. Students' artifacts, reading comprehension exercises and open reflection questions, reading performance tests, reading aloud protocols and field notes were used as data gathering instruments. The research findings showed that students could improve their reading comprehension after the implementation of the worksheets as a means to create awareness of metacognitive strategies. Moreover, there was a positive impact regarding the role of assessment. This study is relevant for the present research study as it shows the importance of designing and developing materials to create awareness of reading strategies.

In the same line of thought, Bautista (2013) carried out a qualitative action research study that focused on improving undergraduate students' reading comprehension and vocabulary. To do that, the researcher designed and implemented a series of ESP-based workshops. The participants of the study were 16 male students from a police training institute in Colombia who were taking an ESP course. Students' self-assessment reports, surveys, progress reviews, observation field notes and photographs were used as data gathering instruments. The research findings demonstrated that students' awareness of learning strategies allowed them to enhance

reading comprehension. Furthermore, collaborative work improved communication and self-sufficiency aspects. This study is important for the current study as it highlights the significance of designing materials that adjust to the particular needs of our students.

In relation to reading strategies and reading comprehension, Lopera (2012) conducted a qualitative case study with a group of 26 students from the Faculty of Nursing at Universidad de Antioquia. The students were part of a reading comprehension course (level 1) which is part of the curriculum. The aim of the study was to examine how strategy instruction could influence students' reading comprehension. A reading comprehension test, field notes, a self-reflection diary and a learning perception questionnaire were used as data gathering instruments. The findings showed the usefulness of strategy instruction as a means of improving reading comprehension and increase students' self-confidence and motivation. Also, it was evident that dictionary use was reduced after the implementation of reading strategies. This study is important for the present study because it shows that reading comprehension can be enhanced after strategy instruction.

Similarly, Song (1998) carried out a qualitative research study with 68 undergraduate students majoring in Archeology, Esthetics and Religion at a university in Korea. The objective was to find out whether strategy instruction was effective to improve students' reading comprehension. The method was adapted from a training approach of Brown and Palincsar (as cited in Song, 1998) and students had different English reading proficiencies. A reading comprehension test was constructed as data gathering instrument, which was given to students before and after the instruction (within a fourteen-week interval). The study findings showed that strategy instruction is effective, but the effectiveness varies depending on the student's reading proficiency. It also showed that the training method used favored certain reading comprehension aspects. The researcher suggested that explicit strategy instruction should be included in EFL

academic settings. The contribution of this study to the present study lies on the fact that it confirms the importance of reading strategy instruction in an EFL setting.

Finally, regarding reading comprehension and materials development, Pachón (2013) carried out a qualitative case study with the purpose of improving reading comprehension through the implementation of workshops based on reading strategies. This study was conducted at Colegio Mayor de Cundinamarca with eleven first-semester students belonging to the Tourism program. The researcher used questionnaires, field notes and students' artifacts for data gathering. The research findings showed that, while students faced the workshops, they resorted to previous knowledge to get a better understanding. Additionally, they improved their vocabulary acquisition and reading comprehension after the implementation as reflected on their test results. This study contributes to the current research study since it shows the importance of tailoring materials to students' needs to enhance reading comprehension.

Likewise, Nivia (2015) conducted a qualitative action research study which aimed to show the development of undergraduate students' reading comprehension by implementing reading materials based on reading strategies and the use of English for specific purposes (ESP). The participants were fourteen students from the accounting and finance program at SENA who were taking an English level II course. Field notes, students' artifacts and video recordings were used as instruments for data collection. The research findings showed that designing and implementing materials using the Materials Development (MD) rationale was positive on the students' reading comprehension process. Also, this process was clearly influenced by the use of students' native language as a tool to grasp the meaning of what they read. This study gives a significant insight to the present research as it shows the importance of using the MD rationale to design successful materials.

**Setting**

This study was carried out with five female undergraduate students between 19 and 27 years old from the School of Education at Fundación Universitaria Los Libertadores, three of them from children pedagogy and two from special education, all in their second semester. This is a private university that has been making efforts to obtain high quality accreditation certificates in its programs. Such is the case of the School of Education which offers the programs in children pedagogy and special education which have been both accredited. Also, they have to comply with the mission of the school as well as the mission of the university. Both missions coincide on the need to educate professionals, with high standards who can contribute to the constant search for ways to improve the different social contexts where they will be involved (Fundación Universitaria Los Libertadores, n.d.a, n.d.b). This is even more important if we consider that these professionals will be teachers who will impact other people's lives.

Additionally, MEN released the Resolution 02041 to “establish specific characteristics regarding the quality of bachelor's degrees to obtain, renew or modify their qualified registry” (p. 1). This document stated that higher education institutions must guarantee that their bachelor's degree graduates have an A2 level (or higher) in a second language in accordance with the CEFR (MEN, 2016). Considering the abovementioned aspects, the language center of the university has given special attention to students from education programs to help them reach the required level. For instance, English courses for them have a higher intensity than for other programs, that is, they are given four academic hours instead of the two-hour regular courses.

**Rationale**

As part of the researcher's teaching practice, lots of questions arise every day related to the problems students have to face in their acquisition of English. One of these issues is their lack of understanding when facing written texts. In Anderson's (2003) words, “reading is an essential



skill for learners of English as a second language” (p. 69). This statement proves to be even more important when learners are undergraduate students. During undergraduate programs, students have to deal with increasing amounts of specialized texts as part of their academic work. Besides, their level of English can be decisive to access better job opportunities. For instance, MEN (2016) stated that any student belonging to a bachelor program in education needed to certify an A2 level or higher, and a B1 level by year 2018. Consequently, this study will help the researcher develop and strengthen his teaching knowledge, especially in the area of materials development, reading strategies and reading comprehension.

The design of workshops based on reading strategies may also contribute to Fundación Universitaria Los Libertadores as a tool to achieve better standards in students not only from the School of Education, but also from other schools. These workshops can be seen as a more structured approach for courses, since the material used in these spaces mainly consists of exercises and activities extracted from different textbooks and the Internet, and do not follow any theoretical base in its design. Thus, these workshops can become a support for any teachers who are interested on designing better material for their classes.

It is important to point out that this study will contribute to the academic community, as it will provide useful information regarding the design and implementation of materials that target specific parts of the language learning process in an educational environment where students receive a language feed from a virtual platform, but there is no use of standardized textbooks in the classrooms.

Finally, this study expects to contribute to the emphasis’ research line on Materials Development and Didactics, ascribed to the research group: Critical Pedagogy and Didactics for Social Transformation in theoretical and methodological terms.

The theoretical contribution goes in hand with the guiding principles of the research line, as proposed in Núñez, Téllez and Castellanos (2013). Firstly, the principle of “Justice, equity and inclusion” (p. 6) is reflected on workshops that were designed as a tool, not only for improving students’ reading comprehension, but also to create a space of reflection around their professional practice. Also, by highlighting the importance of strategy instruction, students may have better chances when facing texts in the different subjects that are part of their programs. Secondly, the principle of “Empowerment and autonomy” (p. 7) is perceived in my role as a teacher-researcher that allowed me to establish a critical position in the design of materials suited to the particular needs of my students, who were, in turn, empowered by their own reflections in terms of their roles as future in-service teachers. Likewise, creating a sense of awareness around strategic reading helped them become more autonomous with their learning processes. Finally, the principle of “Quality assurance and professional development” (p. 8) is evident as the design and implementation of contextualized materials allowed me to understand the vital role that theory plays in our practices, and how successfully establishing a bridge between them could enhance the teaching practice. This was achieved by creating a materials development framework that was adapted to the particularities of my classroom.

In terms of methodology, this study may contribute to the research line as it allowed to analyze the impact of designing and implementing materials based on strategy instruction as a means to improve undergraduate students’ reading comprehension, especially considering that the designed materials were aimed at a population at university that have a strong need to improve their reading comprehension performance.

The next chapter contains the literature review corresponding to the three constructs that emerged from the research question.

## Chapter II

### Literature Review

The present research study focuses on analyzing the impact of workshops based on reading strategies on undergraduate students' reading comprehension in tutorials. In this regard, a revision of existing literature is presented in this chapter as support to the previous statement. The theory described in the following pages accounts for each of the three main constructs that underlie this study, as follows: materials development, reading strategies and reading.

#### Materials development

No matter the approach, grammar topic, skill focus, or communicative function in the language classroom, the use of materials is an underlying aspect to them all. However, it is necessary to understand that materials cannot be used globally, so they must be adjusted to the needs of **every** classroom in particular (Tomlinson, 2001). Consequently, materials development (MD) needs to be considered if teachers intend to use suitable materials for their classes.

**MD as a field of study.** Materials development cannot only be considered as a practical activity. In fact, Tomlinson (2001) regarded MD as “both a field of study and a practical undertaking” (p. 66). Actually, MD as an issue of research is very recent. For the most part, MD was only seen as part of language methodology without acknowledging any underlying principles proper of the field (Tomlinson, 2012). Then, around mid-1990s, MD “began to be treated seriously by academics as a field in its own right” (Tomlinson, 2012, p. 144). This means that MD has been structured upon theoretical principles that strengthen the practical application of such materials. In this regard, Núñez et al. (2013) highlighted the importance of “an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). In that order, there needs to be a series of theoretical principles that guide the practical design of materials.

MD as a field of study was defined by Tomlinson (2012) as the research of “the principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (p. 144). In any case, both the theoretical and the practical aspects of MD should interact with each other, since their complementary growth can strengthen this field (Tomlinson, 2001). In other words, MD research can contribute to its practical side by coming up with improved methodologies, but, to do so, MD practitioners can supply deeper insights to theorists regarding the application of materials.

Additionally, Núñez and Téllez (2015), and Tomlinson (2003) recognized the impact MD can have on teachers. When teachers become aware of the importance of MD as part of their professional practice, they do not only grow as individuals, by becoming more skilled, self-critical and adaptable; but also as part of a team, by developing collaborative learning, and promoting peer observation. That is to say, a heightened understanding on MD can benefit students, teachers and the academic community in general.

**Requirements, demands and components of MD.** Taking into account Tomlinson’s (2003) concept of raising the teachers’ awareness of MD, Beaven (2010) examined the idea of teacher training in MD by considering eight guidelines that could help improve these kinds of courses. These guidelines combine a range of different aspects such as including teaching paradigms, understanding particular teaching settings, making use of teachers’ prior knowledge and pedagogical experience, and, moreover, recognizing that the materials used in these courses will become models that teachers will take to their own classrooms. This means that teachers who want to design and implement more appropriate materials should be part of a well-structured MD development course. In addition to this, González (2006) concluded that EFL programs should consider having MD courses as an independent component for pre-service teachers, especially as a complement to the practicum, so that the connection between theory and practice becomes

evident and authentic. In other words, materials development should become an important aspect in the curricular design of English language teaching (ELT) programs.

As a result of this instruction, teachers can become more capable of facing the students' demands regarding the use of material in the classroom.

Núñez and Téllez (2009) described some of the needs teachers must acknowledge concerning materials. To begin with, teachers have to understand that all students have different learning rhythms, so materials should be designed trying to find an adequate balance among students learning styles, needs and institutional requirements. Besides, materials can act as a tool to promote collaborative learning, when pair and group work are integrated into the activities. Also, students' motivation may be heightened when encountering engaging and entertaining materials. Finally, developing materials involves a great amount of resourcefulness and reflection; that is, teachers need to be constantly taking risks and reinventing themselves to come up with new and innovative materials, which in turn will improve the students' learning processes. Also, Núñez and Téllez (2015) affirmed that "reflection, awareness of an MD rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). Hence, developing materials requires understanding all the complex individual and social context that surrounds both the students and the teachers themselves.

**Defining materials.** Using materials is second nature to EFL classrooms. Thus, the importance of understanding what materials are. Tomlinson (2001) defined materials as "anything which can be used to facilitate the learning of a language" (p. 66). In other words, materials refer to any tool used by teachers in the classroom which serve a purpose (explaining, practicing, producing, etc.). Hence, this definition may include a wide range of possibilities, from teacher-made materials to commercial textbooks "produced by major publishing houses and

distributed globally” (Harwood, 2010, p. 3). On the other hand, Núñez et al. (2013), and Rico (2010) deemed important that materials could not only be seen as grammar-focused tools, but they also needed to have a sociocultural value. Gómez (2015) further stated that materials cannot only limit content to surface cultural aspects such as touristic places or famous people, but also include deep cultural issues as ideological and cultural differences. This means that materials become an opportunity for learners to widen their vision of the world as they are exposed to the culture behind the L2 and are given the chance to contrast it to their own culture. Thus, materials play a key role as a way to enrich students’ experiences and knowledge in their language learning.

**Typology of materials.** In terms of how materials are classified, Tomlinson (2012) characterized them as being “informative..., instructional..., experiential..., eliciting...and exploratory” (p. 143). Another typology can be found in Núñez and Téllez (2015), who more specifically identified the following kinds: “a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task” (p. 57). Finally, Richards (2001) offered a simple but effective categorization based on the form they may take: printed materials such as worksheets, textbooks, workshops, etc.; nonprint materials such as audio and video recordings, or multimedia software; materials that involve both print and nonprint such as Internet-accessed materials; and an additional category comprising materials which are not designed for instruction such as newspaper articles, movies, songs, among others. Nevertheless, it is important to realize that materials can belong to more than one of these categories. For instance, textbooks always include audio CDs, multimedia DVDs, or even access to Internet-based platforms; or teacher-made handouts can be designed based on a movie segment, a song and so on.

For the present study, two workshops of five lessons each were designed. These workshops were contextualized materials that dealt with the four language skills but took reading

as the main skill focus. They also had an added sociocultural value, as the content intended to expose students to cultural differences across several countries from their professional area.

**Authentic vs non-authentic materials.** In the design of materials, a question arises regarding the level of authenticity they should have. In this sense, Morrow (as cited in Gilmore, 2007) and Montijano (2014) agreed on defining authentic texts as those that are given under real conditions: real speakers and receivers, and real messages being transmitted; which also comes to terms with Tomlinson's (2012) view of an authentic text as the one that "is produced in order to communicate rather than to teach" (p. 162). Then, texts that do not meet these conditions are contrived as they have been modified to be simpler or to focus on a specific language feature. Then, the great debate comes when language teachers must consider whether or not to use authentic materials as part of their L2 classes (Gilmore, 2007; Tomlinson, 2012). Cortazzi and Jin (as cited in Gilmore, 2007) suggested an interesting typology regarding language textbooks: (a) those that make use of students' own culture, (b) those that focus on the target culture, and (c) those that try a more globalized approach by detaching from both the students' and the target language. This opens a big discussion in terms of the risks taken in ignoring cultural awareness, or the bias given by publishers when determining what kind of language can be considered native or not. Also, opinions are divided when it comes to choose materials between textbooks and tailor-made materials from the teachers (Masuhara, 1998).

All in all, Gilmore (2007) argued that teachers need first to determine what they want to achieve in the classroom, so the right material could be chosen, "regardless of the provenance of the materials or tasks and their relative authenticity or contrivance" (p. 6), statement that is also supported by Tomlinson (2012) and Carter (as cited in Harwood, 2010). In other words, both authentic and contrived texts can play an important role in students' learning process, as long as objectives are clearly determined, and the chosen material can help to fulfill them. In the present

study, for instance, although the activities proposed were adapted to the needs of the students, the texts chosen for all reading and listening input were authentic as they were taken from Internet blogs and newspapers.

Having discussed the necessary theoretical aspects of MD, the first construct of this study, the following section will address the second construct which is about reading strategies.

### **Reading strategies**

After understanding what the theory and principles underlying materials development consider, it is necessary to take a look at reading strategies. As a teacher, the need to understand the functioning of these strategies may increase the chances of success when teaching students how to read in a L2.

**Learning strategies.** First and foremost, there seems to be a lack of consensus when it comes to defining the difference between strategies and skills. Some authors have used the words indistinctly (Grellet, 1981; Oxford, 1990), while others have established them as two different concepts. Anderson (2003) defined strategies as “conscious actions that learners take to achieve desired goals or objectives” (p. 77), whereas Duffy (2009) described a skill as “something you do automatically without thinking about it” (p. 13). In other words, learners use strategies when they are aware of the tools they use to learn something; however, learners have skills when these strategies become unconscious. No matter the term used, the general agreement seems to highlight the fact that consciousness is a major feature of strategies (Cohen, 1998). In the case of the pedagogical intervention of this study, strategies were also considered as conscious acts, agreeing with the authors mentioned above.

With that being said, the main purpose of learning strategies is to help learners build up new knowledge (O'Malley & Chamot, 1990; Oxford, 1990; Chamot, Barnhardt, El-Dinary & Robbins, 1999). That is, as learners advance in their learning process, using the appropriate



strategies can shape such process into a more fruitful and successful experience. Additionally, Chamot et al. (1999) noted that although some strategies can be observable (e.g. taking notes), most of them are not directly observable since they entail mental processes. This means that researchers need to resort to different methods to observe and account for those types of strategies.

**Language learning strategies.** One of the most common and important learning processes involves the acquisition of a language, either the L1 or any other subsequent language. In this sense, learners also use strategies as part of the process. Language learning strategies can be defined as the different mental devices learners use to develop their communicative ability (Nunan, 1991; Oxford, 1996; Cohen, 1998). This definition goes in accordance to the way materials were designed for this study, since all the proposed activities involved the use of different language learning strategies.

Including strategies in the teaching process seems to be key as a way to improve students' learning processes. However, teachers may lack the necessary understanding to succeed in their correct application in the classroom. In this regard, Oxford (1990) gave a detailed account of the essential characteristics that are found in language learning strategies. Firstly, the main objective of all these strategies is to help learners be competent in communication. Also, strategies have an impact in the classroom as the learner/teacher roles can be redefined: learners develop a sense of autonomy, and teachers become facilitators. Moreover, strategies are flexible to learners' individual experiences, they require a conscious use, but they cannot be always observed. Additionally, it is important to understand that strategies are not only related to cognitive functions, but also involve other aspects of the learners such as socio-cultural background, emotional behaviors, metacognitive functions, and so on. That is to say, strategies are necessary in a language learning process, but their implementation must consider the learners' individual

and social traits to be effective. As respects the implementation, learning strategies were chosen bearing in mind that the participants were all beginner learners.

**Types of language learning strategies.** Nunan (1991) argued that one of the biggest problems in classifying language learning strategies was the fact that most researchers had created their own categorizations, thus hindering pedagogical interventions of these strategies. Nonetheless, Zare (2012) differed from the previous statement by considering that, although different, all those approaches reflected the same fundamental framework. That is, they all considered aspects from cognition, metacognition and other factors, but outlined them through different perspectives. Some of these attempts include Ellis (as cited in Nunan, 1991), O'Malley and Chamot (1990), and Oxford (1990), being the latter one of the most extensive categorizations of language learning strategies to date, as seen in the following paragraph.

Oxford's (1990) classification includes two main categories divided into six groups that collect a total of sixty-two strategies. The first category corresponds to direct strategies, which refer to those strategies that "directly involve the target language" (p. 37). Three groups are included in this category: memory, cognitive, and compensation strategies. Memory strategies are used when learners, through meaningful actions, connect new information to retain it successfully. Cognitive strategies relate to the learners' mental processes that involve acquiring and effectively using new language. Finally, learners resort to compensation strategies when their knowledge of the language is limited. The second category considers indirect strategies, which are those used to "support and manage language learning without (in many instances) directly involving the target language" (p. 135). This category consists of metacognitive, social and affective strategies. Metacognitive strategies allow learners to be aware of the cognitive process, thus giving them more control of their learning process. Social strategies have to do with the way learners use collaborative learning; it also makes students more aware of the fundamental role of

the language as a tool for communication. Lastly, affective strategies refer to those emotions and attitudes that can determine the students' disposition towards their learning process. Altogether, such a detailed taxonomy becomes a powerful tool to incorporate in the classroom, as long as both teachers and learners understand that strategies do not work the same way for every individual. Also, it must be recognized that strategies do not work in isolation; a strategy becomes more effective as it is supported by other strategies (Oxford, 1996). Although strategies from all categories were considered in the design of the materials for this study, direct strategies were favored since the workshops were more focused in language-involved activities.

**Reading strategies.** Considering the aforementioned definitions of learning strategies and language learning strategies, it is important to understand that each of the four language skills may involve using different types of strategies. Indeed, Moreillon (2007) defined reading strategies as the “tools that proficient readers use to solve the comprehension problems they encounter in texts” (p. 10). In other words, readers resort to a series of processes to understand what they read. Besides this, reading strategies have the same features any other learning strategy has (i.e. flexibility, conscious use, teachability, and so on). Likewise, another important aspect researchers pointed out is the fact that several strategies have to be used together to become a skilled reader (Anderson, 1991; Nuttall, 1996; Duffy, 2009). For the pedagogical intervention, the reading strategies were chosen taking into account that the participants of the study were all beginner learners.

Just as with language learning strategies, different attempts have been made at categorizing reading strategies. For example, Duffy (2009) categorized reading strategies in four main groups: before you begin, as you begin, during and after reading. However, these categories cannot be seen as definite. In other words, different strategies can be used at different moments in reading. In addition to this, several lists of strategies that give account of the most important

processes involved in reading can be found. Some of these lists are more comprehensive than others; for instance, Oxford's (1990) taxonomy considered fifty strategies within the six groups previously mentioned, compared to Zimmermann and Hutchins' (as cited in Moreillon, 2007) taxonomy which only considered seven strategies. These enormous differences come as most researchers do not take into consideration social and affective strategies, but mainly focus on cognitive and metacognitive strategies. For the current study, the main strategies were chosen from cognitive and metacognitive as the objective was to help students be more conscious about their mental processes while reading.

Nonetheless, the most important strategies researchers agree on are as follows: having a purpose to read, previewing the text, predicting and monitoring, inferring, summarizing and reflecting (Oxford, 1990; Nuttall, 1996; Aebersold & Field, 1997; Zimmermann & Hutchins, as cited in Moreillon, 2007; Duffy, 2009; Grabe & Stoller, 2011). In essence, readers become more experienced as they learn how to use and combine different strategies. Moreover, readers must also be aware of social and affective strategies to further enhance their reading proficiency. The strategies chosen for the study are explained and justified in the Instructional Design section in Chapter III.

**Strategy-based instruction.** Although all language learners use strategies as part of their own learning processes, they do not necessarily know how to give them an appropriate use. In this sense, using strategy-based instruction in the language classroom may give learners the chance to “become more self-directed, autonomous, and effective learners through the improved use of language learning strategies” (Oxford & Leaver, 1996, p. 227). Nonetheless, some aspects must be taken into account before implementing strategy-based instruction. First of all, Oxford and Leaver (1996) considered the role of consciousness in instruction. This refers to how conscious learners are about strategy use when being instructed. Thus, the range can vary from

blind instruction (implicit teaching of strategies) to strategy-plus-control, where students are given an active role during the instruction (explicit teaching). This last option is more accepted by researchers (Oxford & Leaver, 1996; Cohen, 1998; Chamot et al., 1999) as it allows learners to be more independent. In view of that, teachers need to consider that strategy-based instruction should involve students at an individual level, since not all strategies can work the same way for all learners (Oxford & Leaver, 1996). Furthermore, strategies can have an impact that goes beyond language. Indeed, Oxford (1990) asserted that strategy-based instruction does not only deal with language, but also with beliefs. Given that strategy-based instruction attempts to foster autonomy in learners, teachers have to make sure that students “believe they are capable of becoming more independent learners” (Chamot et al., 1999, p. 35). In other words, before implementing this type of instruction, it is essential to conduct a needs analysis in the classroom, so that the chosen strategies have a positive impact on students, fostering self-confidence and willingness to assume new responsibilities for their learning.

Finally, different researchers have designed strategy-based instruction models that can be applied in the language classroom. Some of the most recognized include Oxford’s (1990) eight-step model, Pearson and Dole’s (as cited in Cohen, 1998) sequence, and O’Malley and Chamot’s (1990) Cognitive Academic Language Learning Approach (CALLA). Certainly, the choice of any particular model must be made after analyzing the classroom context and determining which one fits the students’ needs more appropriately. In the case of the study, the strategy-based instruction model chosen for the pedagogical intervention was that of Rubin, Chamot, Harris and Anderson (2007), which will be explained in the Instructional Design section in Chapter III.

Lastly, after having understood the theoretical background of the materials development and reading strategies constructs, the following section will deal with the third and last construct of this study, related to reading.

**Reading**

Learning a language implies dealing with four language skills: reading and listening (comprehension skills) and writing and speaking (production skills). Although all four skills are important, the significance reading has for EFL students lies on the fact that it is the first, and the most constant, way of approaching their language learning process; also, they have to be in contact with written text throughout their entire education.

**Literacy.** Literacy has always been a concern of governments. It seems to be the goal of every nation to show positive statistics about their levels of literacy. Hillerich (1978) stated that literacy has generally been described from two points of view: as showing a level of reading-writing proficiency, or as a certain amount of years spent at school. Moreover, the set goal to be reached for any of those perspectives may vary depending on the political position in power. Then, new governments bringing new literacy policies cause a general sense of misunderstanding around the topic.

Another misconception arises when statistics present literacy from an operational definition where there are only two possible options: a person is either literate or illiterate. Hillerich (1978) deemed this concept impractical as it is not possible to determine an exact point where a person is not illiterate anymore. Instead, literacy has to be considered as something that is being constantly developed. Namely, a person's literacy will evolve alongside new and more challenging educational and social experiences.

Nonetheless, it is possible to find some more adequate definitions of this concept. In fact, Hillerich (1978) considered an educational view along with a sociological/economic view to construct a more reasonable definition of literacy, as “that demonstrated competence in communication skills which enables the individual to function, appropriate to his age, independently in his society and with a potential for movement in that society” (p. 35). This

definition allows a wider perspective of literacy as it acknowledges variables that are not taken into account in a dichotomous concept, such as age, academic level, personal background, socio-economic strata, among others. In the same line of thought, Carrasquillo, Kucer and Abrams (2004) explained literacy from a constructivist point of view, stating that it is a multi-dimensional process that involves psycholinguistic, cognitive-interactive and sociocultural perspective. Both definitions, then, agreed that people make use of a series of language hints, previous knowledge and social background to create meaning from their oral and written interactions.

**Defining reading.** Different perspectives arise when finding a definition for reading. For instance, Aebersold and Field (1997) defined reading as “what happens when people look at a text and assign meaning to the written symbols in that text” (p. 15). In other words, reading occurs when the person takes information from the text, relates it to his/her own knowledge of the world and creates meaning from this interaction. Three elements are involved in this process: “the reader, the text, and the interaction between reader and text” (Rumelhart, as cited in Aebersold & Field, 1997, p. 5). Thus, the reading process varies as every reader creates a different interaction with the text, which is determined by his/her own experiences. Anderson (2003) also considered this interaction, describing it as “a fluent process of readers combining information from a text and their own background knowledge to build meaning” (p. 68), but took a step further and included two more elements in the act of reading: fluency and strategies. These new elements help to give a more detailed account of such act, since the reader uses an array of strategies and an adequate rate (i.e. fluency) to comprehend the text successfully.

However, an interesting argument arises when analyzing whether this process is complex or not. On the one hand, Smith (2004), taking a psycholinguistic stand, stated that “reading is the most natural activity in the world” (p. 2), considering that he defined reading as the way people interpret the world around them. Consequently, even if this interpretation involves a printed text,

it is natural for a person to try to make sense out of it. On the other hand, Wolf (as cited in Maley & Prowse, 2013), from a neurological perspective, argued that “we were never born to read” (p. 165) as humans originally used oral speech to communicate and reading has relatively been a recent invention. Therefore, reading has to be learned and it implies a series of complex processes such as decoding, connecting, understanding, interpreting, contextualizing among many others (Maley & Prowse, 2013). This entails that reading is neither natural nor easy for those who start learning a language. Both versions, from their own particular perspective, are right. Reading is a complex, but natural process. Novice readers have to learn how to become effective readers, but they make use of their background knowledge and natural sense of interpretation to do so.

**Reading in the L2.** In the globalized world we are living in now, it is essential to understand that literacy does not only refer to the acquisition of the first language (L1), but also to a second language (L2) or, in general terms, any other subsequent language people may acquire after the mother tongue. Concerning the role of reading in language acquisition, Grabe (2009) mentioned that “there are aspects of reading that are very likely universal” (p. 110), such as cognitive and visual processing, or the fact that all readers intend to comprehend and get meaning out of a given text. Understanding these similarities is important because these universal features can act as support for the L2 reading learning process. In fact, Anderson (2003) affirmed that learning how to read occurs only for the L1, as L2 reading implies transferring skills, rather than learning once again. Nevertheless, there are some significant differences in L1 and L2 reading that must be recognized as well.

These differences are related to goals for reading and contextual issues. First of all, Nuttall (1996) considered two situations where reading was part of the L2 classroom: reading for language purposes and meaningful reading. The first type refers to the reading which focuses on a linguistic aspect, such as grammar, vocabulary, phonetics, and so on; while the second type



uses reading with the goal of obtaining a message from it. Needless to say, the former type is much more common in L2 classes than the latter. The problem lies on the fact that language lessons reduce the scope of texts to certain structures or vocabulary, which implies that understanding the message is not fundamental. This means that L2 learners may have smaller chances of comprehending authentic texts. On the other hand, Grabe and Stoller (2011) categorized L1/L2 reading differences in three main groups. The first group, and the most widely researched, has to do with all those linguistic and processing aspects involved in the first stages of reading such as grammar knowledge, vocabulary level, metacognition of the L1, proficiency level in the L2, the linguistic differences between L1 and L2, and the way both languages interact in the reading process. The second group is related to the individual and experiential features that each L2 reader brings to his/her own process; motivations for reading, the amount of contact with the L2 or the reading abilities acquired from L1 experience are among them. Finally, the socio-cultural background that L2 readers bring from their L1, in terms of the way L1 society define literacy, discourse structure and how important reading is from an educational perspective, constitute the third group. All these differences help to understand that no two reading processes can be the same as every reader has a unique set of personal and social features, which serves as a key aspect for the reading teacher researcher to constantly explore and bring new findings to the field.

**Types of reading.** Depending on the reader's intentions or the reading teacher's purposes, reading can be sorted out into different categories. Maley and Prowse (2013) offered different points of view in this matter. To begin with, texts can be non-literary when they "present information which is relatively predictable and unambiguous" (p. 166) or literary when they involve a greater sense of imagination as they are unpredictable and can be interpreted in several ways. Regarding the reader, there are efferent readers whose purpose is to obtain information or

aesthetic ones who use their feelings, reflections and thoughts when interacting with the text. These two first distinctions play a significant role in the reading classroom, since choosing an adequate text can encourage learners to participate actively.

The classification most commonly used by authors (Nuttall, 1996; Aebersold & Field, 1997; Maley & Prowse, 2013) considers two categories: intensive and extensive reading. The basic difference lies on the length of the text, meaning that intensive reading deals with shorter texts, usually focusing on some grammar aspect, vocabulary group or a particular skill; while extensive reading involves longer texts where the focus is the text itself, usually taking longer times to approach it. The debate emerges as most L2 reading classrooms give more emphasis to the first type than the second type. Maley and Prowse (2013) argued that intensive reading should not be seen as reading since it disrupts the fluent, non-analytical essence of reading. Nuttall (1996), on the other hand, asserted that both types are necessary as each one of them aim at a different array of skills. In any case, the types of texts chosen largely depend on time factors and students' willingness to advance further in the complexity of what they read. Given the language level of the participants in the study and the limited amount of time, a mix of intensive and extensive reading was done. Essentially, short texts were chosen, but they did not focus on any grammar topic in particular. They were taken from authentic instances such as newspapers and Internet blogs, making sure they had an adequate language level for the participants.

**Reading comprehension.** No matter the type of text the reader is facing or the reason for reading it, the essential goal of any reader is to obtain meaning from the text (Nuttall, 1996; Aebersold & Field, 1997; Smith, 2004). This means that understanding the text is vital for a successful reader. In this regard, Nuttall (1996) asserted that some conditions to achieve a satisfactory exchange between the reader and the text must be met. To begin with, readers must share the language in which texts are written. Besides, readers should have enough previous

knowledge to tackle the text. Lastly, readers should be familiar with any complex concepts and language they might encounter. In other words, the interaction between reader and text is effective only as long as they are in tune with each other. Also, these conditions show that readers play an active role in the reading process. With reference to the study, the workshops were designed so that students could have a vocabulary input that allowed for a better fulfillment of the conditions stated above. Anyways, it was expected that students could live a process of discovery as readers, since it was the first time they were exposed to texts longer than a couple of paragraphs, which were presented in a way that could facilitate their interaction.

Considering this interaction between the reader and the text, several definitions of reading comprehension have emerged. It is the case of Snow (2002), who defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). This supports the idea of readers as active participants since the successful transmission of the message depends largely on the reader. In the same line of thought, the schema theory has been widely accepted by reading researchers as a way to explain how comprehension works (Nuttall, 1996; Aebersold & Field, 1997; Anderson, 2013). Aebersold and Field (1997) described schemata as “the knowledge readers bring to a text” (p. 16) and divided them into three main types: content, formal and linguistic schemata.

Basically, when reading a text, readers activate certain schemata which allow them to understand the text. However, a successful understanding depends on the correct activation of such schemata (Nuttall, 1996). This means that if readers do not possess the knowledge required to face the text, comprehension will not take place. Also, Anderson (2013) added that texts can be comprehended in different ways because the schema used by each reader will depend on the reader’s background. That is, a text will never have a unique interpretation as every reader will bring different schemata to the text.

All in all, reading comprehension comprises a complex set of lexical, syntactic and textual processes (Perfetti, Landi & Oakhill, 2005) that cannot be seen as a sum of them, but rather as a “coordinated operation as a system” (Kintsch & Rawson, 2005, p. 226). In that order, the harmony created between the reader and the text throughout all those processes is the key to successful comprehension.

**Models of reading.** To explain how reading comprehension works, theorists have proposed models that give account of the reading process. Alvermann, Unrau and Ruddell (2013) characterized such models as “metaphors that help us visualize and understand research and theories that explain components of the reading process” (p. 691). Namely, models give researchers an insight on how the reader-text interaction works. Grabe and Stoller (2011) classified models in two main groups: metaphorical and specific models. Metaphorical models seek to explain reading comprehension from a general point of view and are mainly arranged into three main categories: bottom-up, top-down and interactive models. On the other hand, specific models deal with more detailed account of certain processes involved in reading comprehension.

Regarding metaphorical models, bottom-up models state that readers start building comprehension from smaller units to more complex ones until the message is obtained (Aebbersold & Field, 1997; Anderson, 2003). Thus, readers start recognizing letters, which form words, sentences and so on. The controversy of this type of model is that it considers that readers’ background knowledge plays a small role in understanding the text. Conversely, top-down models consider that the reader is central in the process as he/she “uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made” (Anderson, 2003, p. 71). That is to say, readers first create a general understanding of the text to comprehend the details. The problem about this type of model lies on the assumption that all readers must bring expectations to the text. Finally, interactive models take different aspects

from both bottom-up and top-down models. In this way, reading is seen as a process that shifts from the recognition of small units to a general perception of the text back and forth (Nuttall, 1996; Aebersold & Field, 1997; Anderson, 2003; Grabe and Stoller, 2011). Thus, the central role of comprehension is not focused either on the reader or the text, but rather on the way both interrelate.

As stated above, specific models give account for more detailed insights of the reading process and can be categorized into any of the three general models. Some of the most discussed and prominent models include “the interactive compensatory model, the word recognition model, the simple view of reading model, the dual-coding model and the psycholinguistic guessing game model” (Grabe & Stoller, 2011, p. 27). Each one of them (and many others) contributes to understanding how the reading process works and the way reading comprehension is achieved, but it is important to realize that no single model will be able to explain this process fully as they “may be incomplete or incorrect in a variety of ways” (Clarke, Truelove, Hulme & Snowling, 2014, p. 8). Concerning the present study and the pedagogical intervention, the interactive model was adopted, seeing that students were expected to use both bottom-up and top-down strategies to approach the text.

The next chapter presents the methodological design, which comprises both the research design and the instructional design for the present study.

### **Chapter III**

#### **Methodological Design**

This chapter presents the research design and instructional design for the current study. The objective of this study is to find out how the design and implementation of workshops based on reading strategies contribute to undergraduate students' reading comprehension.

#### **Research Design**

The research design describes the research approach and the type of study in which this study was framed. It also gives an account of the participants of the present study: the students, and the teacher in the role of teacher-researcher and text developer. Finally, an explanation of the different data gathering instruments selected for this study is considered, which includes students' artifacts, field notes, think-aloud protocols and focus group interviews.

**Approach.** Due to the nature of the current research study, qualitative research was the approach that corresponded to its development. Qualitative research, as defined by Hitchcock and Hughes (1995), establishes a relationship between the researcher and the world, analyzing and reflecting upon human practices; focusing on “qualification of actions, ideas, values and meanings through the eyes of participants rather than quantification through the eyes of an outside observer” (p. 26). In other words, the researcher becomes another participant who is able to witness different social phenomena and make sense out of it.

Different authors agree that coming with a single definition for qualitative research is a difficult task (perhaps a wrong one) since social disciplines have used approaches and methods that can be diametrically different but are still under the qualitative research (Hitchcock & Hughes, 1995; Flick, 2007; Saldaña, 2011). However, some features can be considered about qualitative research from a broad perspective; understanding that not all features are necessarily present in every qualitative study (Bogdan & Blikien, 2007). Firstly, qualitative research is

naturalistic as the location where research takes place is a major source of data and the researcher plays a key role as a collector and analyst. Also, the data collected in qualitative research is descriptive; this means, its goal is to “try to analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed” (Bogdan & Blikien, 2007, p. 5), rather than expressing findings through numbers and figures. Additionally, qualitative research focuses on the process; that is, analyzing final products is not as important as understanding interactions and changes. Furthermore, qualitative research is mostly inductive, since no hypotheses are elaborated prior to the study, but findings are reached by analyzing each particular context. Finally, participant perspectives are key to qualitative research as they give meaning to the study; this means that feelings, experiences and opinions become a crucial source of data for the researcher.

**Type of study.** The present research study is characterized as action research. Several authors coincide in defining action research as a reflective practice that seeks to bring improvement to a particular setting (Hatch, 2002; Burns, 2010; Saldaña, 2011). Taking this into an educational context, Burns (2010) stated that teachers adopt “a self-reflective, critical and systematic” (p. 2) posture to become researchers of their own teaching contexts. Donato (2003) affirmed that teachers who engage in research projects become less dependent on looking for external answers to the problems they face in their classrooms. Thus, research creates a sense of awareness and fosters leadership, which, in the long run, will positively affect students’ and teachers’ performance.

Action research is possible only as long as some circumstances are granted. In this sense, Borg (2006) mentioned that although emerging, teacher research is still limited and underdeveloped. Bearing that in mind, the author proposed a series of primary conditions to succeed in the action research process, namely: awareness, motivation, knowledge and skills,

choice, mentoring, time, recognition, expectations, community and dissemination potential. What can be observed from these conditions is that they find support in each other. Therefore, the more conditions are met, the higher the chances to have a good research project (Borg, 2006).

However, the key not only lies on fulfilling as many conditions as possible, but also on seeing them as a scaffold where one condition becomes a requirement for the next.

In addition to the conditions, other components must be contemplated in the process of action research. On this subject, Hitchcock and Hughes (1995), and Kemmis and McTaggart (as cited in Burns, 2010) described action research as a cyclical process comprising four stages. At first, the teacher-researcher identifies a problem in the classroom and plans how to improve that given situation. Then, the plan of action is implemented, having previously informed the participants. Afterwards, the implementation is observed, and data is gathered from the experiences throughout the intervention. Lastly, after the collected data is analyzed, the teacher-researcher reflects upon the obtained information and generates some findings that can help improve the original problem. Eventually, these findings and subsequent changes can lead to further inquiries, which in turn, will restart the action research cycle of planning, acting, observing and reflecting.

**Participants.** The participants in the current research study correspond to a group of undergraduate students and a teacher in a teacher-researcher and text developer role.

**Students.** The students who participated in this research study were all undergraduate students from Fundación Universitaria Los Libertadores, a private higher education institution located in Chapinero. The group consisted of five female students belonging to either one of the programs offered by the School of Education (i.e. children pedagogy or special education). They were in a range of ages between 19 and 27 years old and were on their second semester. It is important to point out that students from these programs in particular were chosen as, according



to a report from the language center director, statistics have shown that they have the lowest indicators in reading comprehension at the university, which is evidenced in their performance in their English classes and historical results obtained in the Saber Pro national exam.

In terms of the method used to choose the participants for the study and considering the purpose of the current study and the nature of action research, the sampling technique chosen for this study was convenience sampling. Dörnyei (2007) stated that this type of sampling is the most used in L2 settings since participants are chosen when they meet some conditions that favor the study. For instance, “geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer” (p. 99). Thus, the participants previously described were chosen as they met the conditions given by the objective of the research study.

***Teacher-researcher and text developer.*** Considering that this is an action research study, the researcher played two roles: a teacher-researcher and a text developer. In relation to the first role, Burns (2010) defined it as a teacher who delves into “his or her personal teaching context, while at the same time being one of the participants in it” (p. 2). This means that, while I implemented and guided my students through the workshops, I was also collecting data and analyzing what was happening in the classroom. Regarding the second role, Núñez, Téllez and Castellanos (2012) affirmed that establishing “actual needs and requirements of the learners” (p. 29), allows teachers to “respond to those demands by developing their own materials” (p. 29). That is, after conducting a needs analysis, I was able to design the workshops that best fit the particular context of my students.

**Data gathering instruments.** Data was collected by means of the following instruments: field notes, students’ artifacts, think-aloud protocols and focus group interviews. These instruments were chosen because they fit the context and resources available during the study. It

is important to mention that the all the instruments were piloted with the same group or one of similar characteristics, except the students' artifacts, due to time constraints.

***Students' artifacts.*** Saldaña (2011) stated that “to study the social world is, by default, to study humans and their products” (p. 24). Hence, students' artifacts are an important source of data when research is done in the classroom context. Hatch (2002) defined artifacts as the “objects that participants use in the everyday activity of the contexts under examination” (p. 117). In the present study, those objects refer to the workshops that were designed and implemented as part of the instructional design. These workshops (See Appendix B) were given to students at the beginning of every session and collected at the end, so their use was restricted to the classroom.

***Field notes.*** Most authors agreed on defining field notes as the written register of the researcher's observation (Bogdan & Biklen, 2007; Willis, 2007; Saldaña, 2011). In other words, field notes represent all the researcher sees, hears and reflects upon everything that goes on in the research field. Bogdan and Biklen (2007) affirmed that field notes should include both descriptions and reflections separately, as the interplay between objectivity and subjectivity enrich data collection and further analysis. In addition to this, Saldaña (2011) contemplated the possibility of audio recording as a means “to document any exchanges of dialogue” (p. 53) that might be otherwise difficult to keep in detail as a written register. In this study, field notes (See Appendix C) were used as a means of observing the classroom, the interaction between students and the workshops, the way students worked throughout the activities and any other interaction that could be observed during the implementation phase, which was complemented with eventual audio recordings, especially when there were moments of discussion and reflection around the chosen strategies and some exercises proposed in the materials.

***Think-aloud protocols.*** Jourdenais, Ota, Stauffer, Boyson, and Doughty (1995), and Dörnyei (2007) defined think-aloud protocols as the verbalization of participants' thoughts while

performing a given assignment. Furthermore, think-aloud protocols should only focus on mental activity rather than on any sort of analysis or theorizing (Block, 1986; Dörnyei, 2007). That is to say, think-aloud protocols act as tool to access data, otherwise inaccessible: participants' minds. This is highly valuable since it is an effective way to see the cognitive processes present in language learning (Block, 1986; Bowles, 2010). Finally, Dörnyei (2007) argued that participants should be carefully instructed and trained in the use of this technique since "[it] is not a natural process" (p. 148). Considering that the present research study used strategy-based instruction, and the strategies chosen for the implementation all involved cognitive processes, the researcher considered that think-aloud protocols (See Appendix D) were convenient to collect data. Thus, students were instructed on how to use the instrument adequately during the implementation.

***Focus group interviews.*** Dörnyei (2007) defined this instrument as an interview that is carried out with a small group where there is a topic focus that allows for discussion. One of the most important features of focus group interviews is interaction (Hatch, 2002; Creswell, 2007; Wilkinson, 2016). That is, the flow of conversation among the participants can help to enrich the data collected from the interviews. In addition to this, interviewers assume the role of moderators or facilitators, as their job is to "facilitate group discussion" (Wilkinson, 2016, p. 87) rather than asking questions in turns. This type of interview (See Appendix E) was chosen for the current study since students' interaction and discussion served as a valuable source of data to analyze the effectiveness of the workshops in terms of their design and implementation.

### **Instructional Design**

The instructional design contains a description of the pedagogical intervention, its instructional objectives, and its value as an innovative practice. Additionally, the theory of the nature of language and language learning, and the methodological approach underlying the pedagogical intervention are explained, along with the connection of the pedagogical intervention

with the research question. Afterwards, the suggested instructional phases are defined, including the proposed materials development framework, the informed consent, the sensitization, and the implementation of the materials.

**Pedagogical intervention.** The pedagogical intervention of this study entailed developing and implementing two workshops based on reading strategies to contribute to the reading comprehension of undergraduate students at Fundación Universitaria Los Libertadores. These workshops were developed due to the absence of material in their classes, as the only institutional support to their learning process is a virtual platform. Each of the workshops was divided into five lessons: the first lesson corresponding to a vocabulary input and the following lessons, each covering the four language skills; that is, reading, writing, listening and speaking. It is important to highlight that the focus of the research study was on reading; thus, this skill was devoted a bigger amount of involvement and time in the design and implementation of the workshops.

Regarding the way the workshops were structured, they followed the strategy-based instruction model proposed by Rubin et al. (2007). These authors considered learning strategies as something teachable that may lead to a more autonomous and effective language learning process. Moreover, instruction and extensive practice of strategies are considered important to achieve their unconscious use (O'Malley and Chamot, 1990). In the same line of thought, Oxford (1990) stated that "learners need to learn how to learn, and teachers need to learn how to facilitate the process" (p. 201). In other words, it is through explicit instruction that teachers can give learners the chance to become more active and autonomous in their own learning process.

Considering the above-mentioned model, the workshops were structured according to the four phases recommended by Rubin et al. (2007): preparation, presentation, practice and evaluation. In other words, students received a first exposure to strategies by brainstorming prior knowledge and having group discussions. Then, the strategies were presented and modelled.

Afterwards, students were given the chance to develop the strategies through practice. Finally, students evaluated their performance on strategy use by means of oral reflections.

Six strategies were especially considered for direct instruction in these workshops, as follows: elaborating, which deals with the relation between prior knowledge and new information; using imagery, which is the use of visual aids in the text as a means of having an initial understanding of the content; grouping, related to the classification of words or concepts; getting the idea quickly, which is linked to scanning key information inside the text; deducing, which considers the knowledge of rules to understand or produce new language; and making inferences, which refers to the use information in the text to guess or complete missing information. These strategies were chosen as to provide an initial and basic scaffolded reading experience to students, bearing in mind that their English level was also basic. Also, understanding that an interactive model of reading was preferred, strategies accounted for both bottom-up and top-down processes.

After conducting a survey with students, it was decided to design the workshops around texts that dealt with education around the world, more specifically, centering each workshop in the two central roles in the classroom: children for the first workshop, and teachers and the classroom for the second one; all of this bearing in mind that the participants in the research study are all students from education-related programs. Although reading theoretical texts about education was not appealing to them, they showed high interest on reading about educational contexts in different cultures.

In addition to this, Tomlinson's (1998) second language acquisition (SLA) principles were considered as they are concerned with materials development. From the sixteen principles he stated, six of them were chosen in terms of how the materials had an effect on the participants, knowing that they were undergraduate students. The first principle to consider deals with the

achievement of impact; that is the workshops had to be visually attractive and the content had to be appealing for them. In this regard, Rico (2010) considered materials as “powerful tools that function as sociocultural mediators” (p. 90). Thus, the content should be based on topics that call their attention where they can have the chance to relate their own culture to others. Connected to this, the second principle to choose has to do with helping students feel at ease, as they may be more receptive when the material is engaging. From Núñez and Téllez’ (2009) point of view, ensuring enjoyment in teaching practices and materials fosters motivation in students. These first two principles were evidenced in the selection of texts that were related to the students’ professional context and areas of interest, where they could be exposed to educational experiences in their own culture as well as foreign ones; and the presentation, which was colorful and used real pictures connected to authentic texts. Also, a third principle must be considered regarding the perception of relevance and usefulness of what is being taught by the learner, finding meaningfulness essential when they face the materials. On this subject, Small (1997) declared that instruction can be relevant as long as it is purposeful, motivational and familiar to the learner. This was shown as students were able to participate in the selection of texts, thus making them relevant for them. Also, they were aware that the workshops intended to improve their reading comprehension, which is the skill they need the most throughout their professional education. Additionally, a fourth principle refers to the way materials should foster learners’ self-investment. In this respect, Rico (2005) prompted at the importance of designing materials that give learners the power to act as “processor, performer, initiator, problem solver” (p. 103). Giving responsibilities to learners is key to strengthen their autonomy, so they can assume the main role as actors of their own learning process. This was achieved by exposing students to strategy-based instruction. The fifth principle deals with the use of authentic language. Montijano (2014) defined authentic materials as “those not produced specifically for language teaching

purposes” (p. 281), but those that are part of a natural language community and represent a “meaningful exposure to language” (p. 281). Concerning this, the reading texts used in the workshops were taken from real sources and were not language-focused. The last principle relates to the importance of providing opportunities for outcome feedback. In relation to this, Núñez and Téllez (2009) affirmed that teachers have to make sure students perceive assessment as a positive experience, which will undoubtedly lead them to become more confident of their learning processes. Besides, this also allows students to raise their own awareness in terms of strengths and weaknesses. This was achieved in the workshops by promoting peer review for some of the activities, allowing for constant teacher feedback and also including a self-assessment section which permitted students to be cognizant of their own processes.

**Instructional objectives.** The main instructional objective of this intervention was to develop and implement two workshops based on reading strategies to contribute to the reading comprehension of undergraduate students in a private university.

There were three specific objectives: (a) to develop students’ awareness of the use of reading strategies to comprehend written texts; (b) to provide students with a set of reading strategies that can help them improve their reading comprehension; (c) to create an adequate learning environment where students can work on the enhancement of their reading comprehension.

**Intervention as innovation.** From a pedagogical perspective, innovation is described as the set of changes considered in an educational system which individuals that belong to that system recognize as new (De Lano, Riley, & Crookes, 1994; Karavas-Doukas, 1998; Markee, 2001; Carless, 2013). In other words, innovation refers to novel practices that are implemented in institutions with the purpose of improving or modifying a certain aspect in the language teaching/learning process. That being said, certain aspects can be highlighted that define

innovative practices in general, namely: novelty, change, improvement and implementation. Furthermore, Núñez et al. (2012) offered an interesting insight regarding the role of MD in teachers' development as a tool to foment innovation since teachers "gradually become less passive users of knowledge and more active agents involved in its design" (pp. 24-25). This can only occur when teachers empower themselves and start considering the particular context of their students, so that teaching and learning can adapt to the reality of the classroom.

The intervention in this study intended to be innovative in three different areas. Concerning students, the innovation lied in the fact that they had not been previously exposed to materials that dealt with reading strategy instruction, which could help them improve their reading comprehension. In regard to the university, it was innovative because of the novelty of reading comprehension improvement by means of strategy instruction. Additionally, there is an added value if the language department considers implementing the material designed for this intervention in other academic spaces, or if other teachers from the university decide to use it or extract ideas from it as a support for their own classes. Finally, pertaining to the researcher's own teaching practice, class materials had been usually designed without following a framework or any theoretical principles in a conscious way. Thus, this intervention provided the knowledge and skills necessary to continue developing and implementing materials, which, in turn, may broaden the researcher's teaching practice and experience.

**Theory of the nature of language and language learning.** Tudor (2001), and Richards and Rodgers (2001) proposed two slightly different approaches concerning the visions of the nature of language. Tudor's *linguistic perspective*, and Richards and Rodgers' *structural view* both consider language as a structured system driven by linguistic features such as grammar, vocabulary, phonology among others. Furthermore, both authors coincide in a *functional perspective/view* where language is used in terms of its communicative functions that allow



speakers to convey messages effectively. However, the authors differ in the way they present the remaining visions. On the one hand, Tudor (2001) acknowledged two more visions: the *self-expression perspective*, which sees language as a means to establish interpersonal relationships and express personal ideas; and the *culture and ideology perspective*, where language acts as a vehicle to depict cultural values and the perception of the world for the speakers of a given language. On the other hand, Richards and Rodgers (2001) recognized one more vision called *the interactional view*, where language is a channel to build social relationships and interactions.

Keeping in mind these visions of the nature of language, Fundación Universitaria Los Libertadores adopted a functional perspective. This is supported in Proyecto Educativo Departamental (Fundación Universitaria Los Libertadores, 2016), which recognizes Communicative Language Teaching (CLT) as the main methodological approach, and which is considered by Tudor (2001) as a functional approach. As to the intervention of this study, both the functional and the culture and ideology perspective were considered as the main visions of the nature of language. The first one because the workshops had to follow the institutional perspective, and the second one because of the intention of exposing students to different cultural aspects through texts.

On the subject of the theory of the nature of language learning, Tudor (2001) characterized four visions: experiential, analytical learning, habit formation and the role of affect. Taking into consideration that the main goal of the intervention was to instruct students in the use of reading strategies, the vision of the nature of language learning that best fit this study was analytical learning where people learn the language by honing their cognitive skills through language analysis and deductive/inductive processes, since the structure of the intervention involved students being informed of strategies (declarative knowledge) and then, putting them into practice (procedural knowledge).

**Methodological approach underlying the pedagogical intervention.** Strategy-based instruction, as stated by Rubin et al. (2007), was considered as the methodological approach underlying the pedagogical intervention. Anderson's (as cited in O'Malley & Chamot, 1990) cognitive theory sheds some light on the role of strategy-based instruction. This theory recognized three stages in skill acquisition: a cognitive stage, where learners receive instruction and modelling from an expert, so the knowledge they possess of the skill is declarative; an associative stage, where learners establish connections and enhance their use of the skill, hence declarative knowledge becomes procedural; and a final autonomous stage, where learners become proficient in the use of the skill and, in fact becoming almost or totally automatic. Indeed, the four phases in strategy-based instruction correspond to the stages mentioned above; being preparation and presentation part of the cognitive stage, practice in the associative stage, and evaluation in the autonomous stage.

**Connection of the pedagogical intervention with the research question.** It is undeniable that the pedagogical intervention is strongly linked to the research question in this study. Nonetheless, Richards (2006) argued that such connection does not always follow a straight path. Thus, finding a balance between the theory that emerges from research and the particular features of the classroom is not an easy task. In this study, the research question explored how the design and implementation of workshops based on reading strategies contributed to undergraduate students' reading comprehension. Bearing this in mind, the pedagogical intervention played a critical role since it referred to strategy instruction through the implementation of workshops. Then, this implementation gave the researcher a chance to analyze the different aspects stated in the research question and establish a parallel between the research and the instructional objectives.

**Suggested instructional phases.** The instructional design included the following suggested phases: a proposed material development framework, the informed consent, a sensitization and the implementation of the materials.

***Proposed material development framework.*** Munévar (2017) provided a thorough comparison of the different proposals that have been made concerning MD frameworks. The frameworks considered in the comparison included proposals from Graves; Masuhara; Jolly and Bolitho; Núñez, Pineda and Téllez; Núñez and Téllez; Núñez, Téllez, Castellanos and Ramos; and Núñez, Téllez and Castellanos (as cited in Munévar, 2017). In addition to these scholars, Núñez, Téllez and Castellanos' (2017) framework should also be considered to expand the comparison. All of these frameworks share some aspects such as a needs analysis stage, a statement of objectives and the development of content and activities. However, there are some features that are only present in some of them; for instance, the design of a syllabus, an evaluation stage, the consideration of resources and constraints, or the need to adjust the materials after piloting them.

Taking into account all these frameworks, the researcher proposed a MD framework that could fit the particular context of the study. This context is delimited by the university and the school of education's mission and vision that give emphasis to research in the programs. These were the stages considered for the present study: (1) a needs analysis that allowed to detect the problem that served as the object of the study; (2) an approach that helped to determine the underlying structure of the workshops; (3) the setting of objectives, defined from the needs analysis; (4) the selection of content and development of activities, where students' opinions were taken into account; (5) the layout design, which was done considering what could create a positive visual impact on students; and (6) an evaluation and feedback, where the workshops were subjected to later adjustment and improvement. Then, the proposed framework took the

abovementioned context into consideration especially in the setting of objectives, the selection of content and the development of activities to have an initial approach to research through inquiry.

***Informed consent.*** Given that this was a qualitative action research study, thus involving human participation, it was necessary to elaborate an informed consent form (See Appendix F) as an ethical component of the study. Considering Hatch's (2002) and Flick's (2007) description of informed consents, students were informed of the purpose of the research study, what was expected from them regarding their role in the application of the different data gathering instruments, how the data obtained from the instruments would be handled ensuring confidentiality and anonymity, and clarifying that participation was voluntary and withdrawal was available at any given time.

***Sensitization.*** Prior to the implementation of the workshops, there was an initial session with the purpose of sensitizing the students about the research study. In this session, the informed consent form (See Appendix F) was socialized and discussed, ensuring that all the aspects mentioned above regarding the research study were clear. Also, key concepts of strategy-based instruction were examined to familiarize students with the implementation (e.g. strategy, direct instruction, cognitive strategies, and so on). Finally, students were explained about the different data gathering instruments involved in the implementation phase. In the case of think-aloud protocols, the instrument was also modelled to reduce the chances of misapplication.

***Implementation of the materials.*** The research study implied the design and implementation of two workshops (See Appendix B) comprising five lessons each. As seen in the chart below, the lessons were designed so that students could work on the four language skills and vocabulary that was relevant for the texts. However, it is important to highlight that reading, as being the core of the research study, was present in all the lessons, and it was always articulated considering three phases: pre, while and post reading. These workshops were

implemented during the second semester of 2017 in an English course as part of the normal academic schedule. This course in particular was made up entirely of students from any of the two programs offered by the School of Education. The allotted time for the implementation was two months with a time intensity of three academic hours per week. The following chart shows how the workshops were structured.

**Table 1 – Schedule for the Implementation of the Workshops**

<b>Workshop</b>	<b>Distribution of lessons</b>	<b>Strategies and particular activities</b>
Kids around the world (Workshop1)	Lesson 1: Learning new words! (vocabulary)	<i>Inquiring Time</i> Strategy (Elaborating)
	Lesson 2: Let's read! (reading)	<i>Before reading</i> Strategy (Using Imagery) <i>While reading</i> Strategy (Grouping) Strategy (Getting the Idea Quickly) <i>After reading</i>
Becoming a Teacher (Workshop 2)	Lesson 3: Write down! (writing)	Strategy (Deducing)
	Lesson 4: Watch and listen! (listening)	
	Lesson 5: Speak up! (speaking)	Strategy (Making Inferences)
	Self-assessment!	

It is important to indicate that the strategies and particular activities are arranged as they were introduced in the first workshop. In both the first and second workshop, the strategies were constantly being recycled to increase further practice. For instance, in lessons where no strategies were introduced, the previous ones were being reinforced.

The next chapter shows the procedure of the data analysis along with a description of the research categories that emerged from said analysis.

## **Chapter IV**

### **Data Analysis**

This chapter comprises a description of the different stages followed to analyze the data gathered during the implementation through students' artifacts, field notes (both written, and audio recorded), think-aloud protocols and focus group interviews as well as the presentation of the categories and subcategories that emerged from this analysis.

#### **Data Analysis Procedure**

The study aimed to analyze to what extent the design and implementation of workshops based on reading strategies contributed to the reading comprehension of undergraduate students. The data obtained consisted of language enclosing feelings, perceptions and observations from both the participants and the researcher. Considering this, analysis in qualitative research is “a systematic search for meaning” (Hatch, 2002, p. 148). This entails a judicious process that involves organizing, categorizing and abstracting data. Then, in terms of the role of the researcher, Denzin and Lincoln (2005) affirmed that the researcher needs to try “to make sense of, or interpret phenomena” (p. 3) happening in a natural setting, which in the case of the current study is the classroom. Given the nature of this study, grounded theory was chosen as the methodology for analysis. Glaser and Strauss (1967) defined this methodology as “the discovery of theory from data systematically obtained from social research” (p. 2). That is to say, the researcher complies to a thorough analytical process with the data to generate (or verify) theory.

After having collected the data, it was necessary to follow a series of stages that could guarantee the scientific rigorousness needed to give validity and credibility to a qualitative study. According to Creswell and Poth (2018), the process of qualitative analysis goes even beyond the mere analysis of the data; it involves a series of stages that overlap each other to “form a spiral of activities all related to the analysis and representation of the data” (p. 181). Regarding data

analysis in this study, the first stage was systematizing the data, starting with typing of data from field notes and answers to open questions in the self-assessment in the workshops; and then the transcription of the audio recorded field notes, think-aloud protocols and focus group interviews. The next stage was to reduce the data. This is defined by Miles and Huberman (1994) as “a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified” (p. 11). Hence, it is by means of data reduction techniques that all the data obtained can be reconstructed and expressed as abstractions. In the present study, data reduction was done using color coding. In this regard, Corbin and Strauss (2008) described coding as “extracting concepts from raw data and developing them in terms of their properties and dimensions” (p. 159). Coding, then, becomes essential in grounded theory as the main vehicle to reach a theoretical stage. Moreover, using colors when coding facilitates the analysis since each major theme can be identified with different colors (Taylor-Powell & Renner, 2003). Considering the three theoretical constructs that emerged from the research question, the coding process for the study required colors as it helped categorizing the data into each one of the constructs. Finally, the last stage of the analysis consisted of interpreting the codes to develop subcategories and categories that could answer the research question.

Additionally, it is paramount to note the importance of validating the data analysis process. On this subject, Creswell and Miller (2000) noted the general agreement amongst qualitative researchers regarding the “need to demonstrate that their studies are credible” (p. 124). One of the strategies used in qualitative research to achieve validity is triangulation. Denzin (1978) defined this strategy as “the use of multiple methods in the study of the same object” (p. 294) and determined four different types: “Data triangulation, investigator triangulation, theory triangulation and methodological triangulation” (p. 295). In the current study, two types of triangulation were considered: methodological and theory triangulation. In terms of

methodological triangulation, Denzin (1978) described between-method triangulation as the combination of different research instruments so that a balance is reached between the particular strengths and weaknesses of each instrument. Then, if a finding is located in several instruments, its validity is higher. Regarding theory triangulation, Denzin (1978) affirmed that “pitting alternative theories against the same body of data is a more efficient means of criticism – and it more comfortably conforms with the scientific method” (p. 297). Hence, a finding that can be supported with several theoreticians also acquires a higher sense of validity.

### Research categories

As a result of the procedure described above, a set of categories and subcategories emerged in connection to the theoretical constructs established from the research question, as seen on the table below. In the following pages, each one of categories, and corresponding subcategories, will be explained through the evidence obtained from the data gathering instruments, as well as the theory that supports them.

**Table 2 – Research Categories and Subcategories**

<b>Research question:</b> How do the design and implementation of workshops based on reading strategies contribute to the reading comprehension of undergraduate students?	
<b>Categories</b>	<b>Subcategories</b>
Achieving impact and relevance through contextualized materials	Characteristics of the reading texts posed challenges or opportunities to face the activities proposed.
	Pre and post reading activities had a positive impact on contextualization and production.
	The content of the workshops was relevant for students.
Reading strategies use influenced by language competence.	Lack of linguistic resources made some strategies challenging for students.
	Independent use of reading strategies requires exposure and practice.
	L1 was used as a tool to activate prior knowledge.
Limited development of reading comprehension.	Lack of vocabulary hindered reading comprehension.
	Achieving surface level of reading comprehension.



**Achieving impact and relevance through contextualized materials.** This category is related to the way the contextualization of the materials achieved impact and relevance on students' reading comprehension. Núñez and Téllez (2009) stressed that "language learning materials constitute a key factor in creating effective teaching and learning environments" (p. 173). Acknowledging that, the design of materials that fit the needs of each particular classroom becomes crucial and it acts as a tool to empower both teachers and students. Moreover, materials design "is not just a matter of presenting the students with a colorful and beautiful textbook" (Duarte & Escobar, 2008, p. 72). In other words, successful choice of activities and exercises, adequate content and appealing layout, the difficulty of the materials (among others) is key to create an impact on students in their learning process. Thus, when designing the material, one of the objectives was to structure the activities so that students felt engaged in their reading process. One of Tomlinson's (1998) principles considered in the instructional design was that "materials should achieve impact" (p. 7), where four aspects had to be taken into account: "novelty, variety, attractive presentation and appealing content" (p. 7). Bearing this in mind, the design of the materials also implied taking into account two characteristics particular to the study participants: their basic level of English, and the fact that they were all students of education programs. Then, the selection of reading texts and the activities proposed all aimed to create a connection between the materials and the participants.

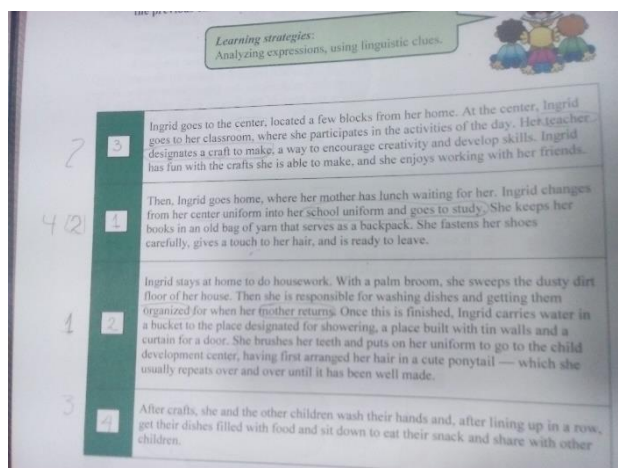
This first category comprises the following three subcategories: (a) *characteristics of the reading texts posed challenges or opportunities to face the activities proposed*, (b) *pre and post reading activities had a positive impact on contextualization and production*, and (c) *the content of the workshops was relevant for students*.

***Characteristics of the reading texts posed challenges and opportunities to face the activities proposed.*** This subcategory addresses the way materials structured the reading

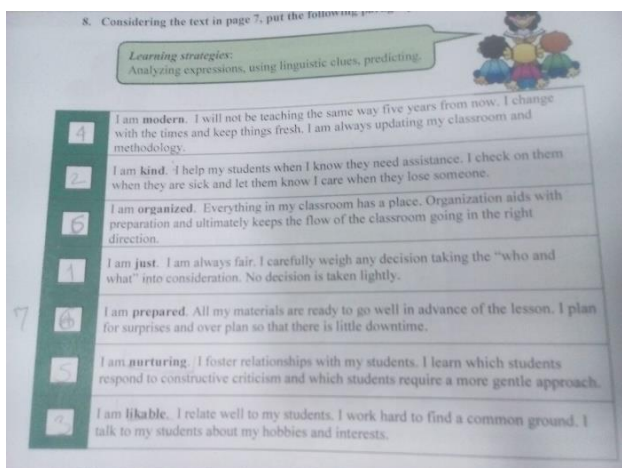
experience and in particular how the characteristics of the reading texts posed challenges as well as opportunities for the participants in this study. Something important to highlight about these texts is the fact that one of the criteria for choosing them was their authenticity, which is closely related to Tomlinson's (1998) SLA principle dealing with how "materials should expose the learners to language in authentic use" (p. 13). In this regard, Dastgoshadeh and Jalilzadeh (2011) asserted that "texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specifically for language teaching purposes" (p. 84). In other words, it is necessary to expose learners to language that is not built around a grammar topic, but more naturally structured where the content is prioritized.

In the design of the materials, all the texts fulfilled the condition of authenticity, as they were not related to language learning. Then, a series of activities were built around such texts, where a scaffolded process prepared the participants to face the texts more easily. However, it was observed that participants sometimes struggled with them or even managed to succeed in the activities without actually understanding what they were reading.

The following excerpts from the students' artifacts show key activities that were connected to the main texts and implied organizing some paragraphs.



(Student's artifact, workshop N°1, activity 6)



(Student's artifact, workshop N°2, activity 8)

The first image shows an activity prior to facing the text in lesson 2 (workshop N°1). In this activity, students were asked to number the paragraphs into their correct order. To do so, they had to find linking words or expressions that could help them. All the students had problems with the activity and, even after several tries, could not get the right order. The second image shows and activity after facing the text in lesson 2 (workshop N°2). In this activity, students were also asked to number the paragraphs into their correct order, which required them to analyze the text and figure out the underlying criterion (alphabetical order of the words in bold). Quick detection of the criterion was the key to succeed, compared to those who took longer. It is important to realize how two activities with the same objective had such different results due to the particular characteristics of the reading texts. While the first exercise implied finding linking clues between the segments, the second only required to identify a visual pattern. This connects to Kobayashi's (2002) affirmation that "types of text organization do not seem to make much difference...if the learners' level of language proficiency is not high enough for them to be able to exploit text organization for comprehension" (p. 210). Consequently, when making use of authentic texts in the classroom, a well-thought progression of activities could lead students to a challenging experience without generating frustration.

The following field notes confirm the way students interacted with the reading activities shown above, sometimes leading to difficulties, while in other cases allowing a more efficient development.

Although they were enthusiastic about the first activities, they were not very pleased about this exercise since they had to read longer pieces of text. They had to resort to the full text after the exercise to get the right order. [sic]

**(Teacher's field notes, Workshop N°1)**

Valeria is working on ex. 8-WS2. She completed the exercise in the first try because she deduced the key was the alphabetical order of the words in bold. However, she didn't really read the text segments. [sic]

**(Teacher's field notes, Workshop N°2)**

The contrast between both activities is evident when comparing students' attitudes and performances. On the one hand, the first note shows the participants' negative predisposition towards long texts. As the activity required connecting paragraphs by detecting linking words or expressions, students felt discouraged and could not succeed, resorting to the full text to get the right order. On the other hand, the second note shows how a visual clue in the activity allowed most of the students to finish rather quickly. When they detected the criterion, it was easier for them to do the activity. However, when asked about the content of the paragraphs, they had not really read them because they had only focused on the words in bold. In relation to this, Nation (2009) highlighted the importance of designing reading exercises that focus "the learners' attention to features of the text that can be found in almost any text" (p. 36). Thus, although the visual clue of the second text helped participants to complete the exercise, it is a feature that cannot be easily found in other texts.

Finally, the following excerpt from the focus group interview supports how the students felt challenged by the text.

Patricia: For me, organizing the reading was difficult. I didn't know the order and sometimes I got it wrong.  
[sic] (trans)  
(*Focus group interview*)

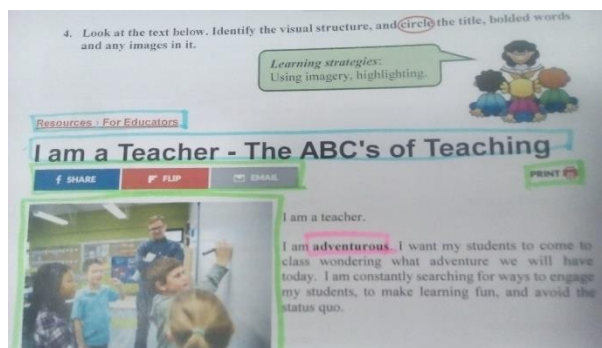
When asked about the most difficult activities in the workshops, one of the answers was about the difficulty in organizing the reading. As seen in both the images and the field notes, it was hard for them to determine the order of the paragraphs without any visual aid.

All these evidences show the relevance of choosing texts, even if they are authentic, that are in accordance to student's language proficiency, while still being challenging. Also, a proper progression of activities is key to build students' reading comprehension.

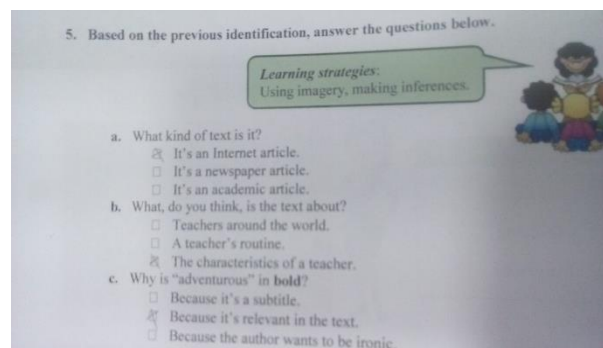
***Pre and post reading activities had a positive impact on contextualization and production.*** This subcategory focuses on the importance of having a progressive reading process,

as it can facilitate how students face the texts. Designing pre, while and post reading activities is consistent with one of Tomlinson's (1998) principles related to how "materials should help learners feel at ease" (p. 8). In light of this, Núñez and Téllez (2009) asserted that enjoyment is a relevant aspect of learning, and materials should "promote pleasant learning settings" (p. 173). That is to say, when the content is varied and engaging, and the material is visually attractive to the learner, we are allowing learners to be more receptive to what they are being taught. Hence, to promote engagement, texts cannot be simply provided, expecting students to read them; instead, the reading experience can be more motivating if texts are presented through pre, while and post reading phases (Williams, 1987). In the workshops, for instance, students were first introduced to key vocabulary, and selected fragments of the text before exposing them to the full version. Then, they were encouraged to produce their own texts using the lesson text as a model.

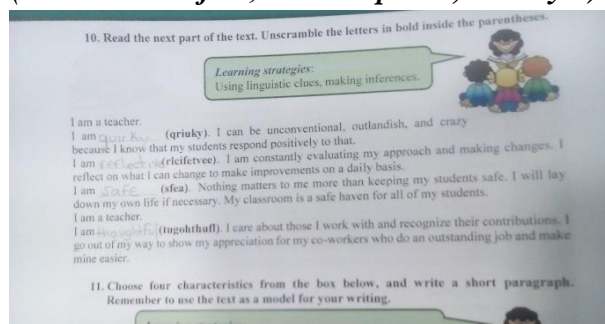
The following excerpt from the students' artifacts evidences the way the pre and post reading activities were structured.



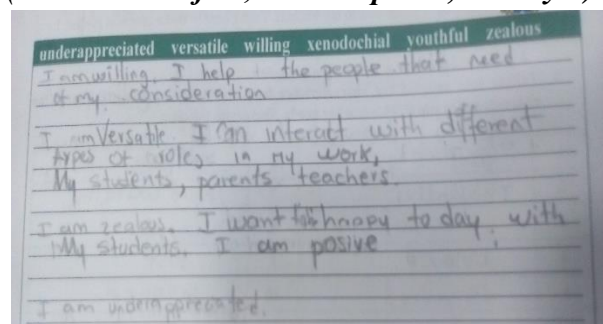
(Student's artifact, workshop N°2, activity 4)



(Student's artifact, workshop N°2, activity 5)



(Student's artifact, workshop N°2, activity 10)



(Student's artifact, workshop N°2, activity 11)

The first two images show two pre reading activities that helped contextualize the text. By making an initial identification of the visual elements in the text, the materials tried to engage students and prepare them for the text. Then, the two images on the bottom show two post reading activities that allowed students to produce language. Núñez and Téllez (2009) emphasized that “carefully planned, graded, sequenced and very well-articulated learning activities...eventually enhance students’ self-confidence and self-worth as a result of learning at their own pace and in their own styles” (p. 180). Thus, by fragmenting the full text across different activities, students were able to gain confidence which led them to reproduce a similar structure following the linguistic patterns they could identify throughout the lesson.

The following field notes also show the positive impact of pre and post reading activities on students’ performance, both in terms of contextualizing the lesson texts and helping them produce language.

Mariana is working on ex. 16. She told Valeria that there are things in the workshop that are easier to understand, as they have become gradually familiar with the material. [sic]  
(*Teacher’s field notes, Workshop N°1*)

As seen in the previous evidence, the materials introduced students to the reading texts in a way that could allow them to gain more confidence when they had to read the full text. For instance, the exercise mentioned by the student was the first activity of the fourth lesson in workshop 1. Although this lesson was about listening, they were also exposed to a reading text connected to the listening activities that was presented to the three phases (pre, while and post reading). By then, they had already been exposed several times to the pre, while and post reading structure, which helped them be more consistent with their advance in further lessons.

Valeria could successfully finish the exercise after following my advice and checking previous activities. [sic]  
(*Teacher’s field notes, Workshop N°1*)

When students had to face activities related to language production, they struggled at first. However, when they were told to check activities done in post reading exercises, they improved their performance in writing and, although making some mistakes, were able to come up with their own writings.

Finally, the following excerpt from the focus group interview shows what students felt regarding the way reading activities were structured.

Patricia: I liked the workshops because as you were working on them, you realized how much it had contributed to your own knowledge. Then, it was easier to develop the readings because there was a better understanding about the topics. [*sic*] (trans)  
(*Focus group interview*)

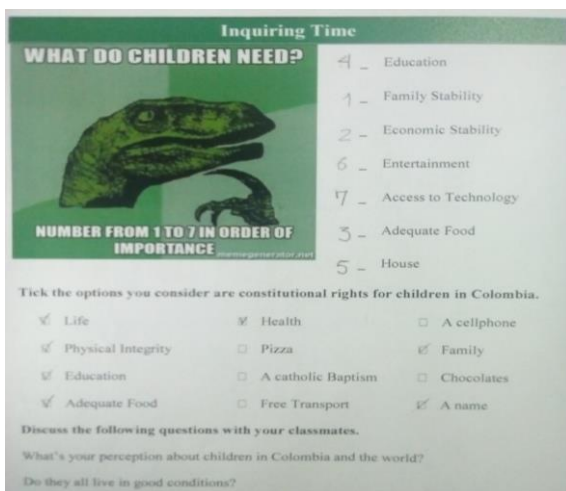
When asked about their opinion regarding the workshops, one of the answers in the group evidenced how the progression in the activities allowed them to experience the readings in a more suitable way, even while working on any of the other language skills. Indeed, Saricoban (2002) pointed out two advantages of structuring reading lessons in the three mentioned phases: (a) using students' background knowledge serves as a way to engage and involve them, and (b) it facilitates the integration of the four language skills so that reading is not seen as an isolated activity. Namely, students feel more encouraged towards reading when it is presented in a more structured and appealing way to students.

As seen by the evidence presented, the incorporation of pre and post reading activities helped students feel more at ease, which, in turn, could be reflected in their gradual involvement on the workshops and their performance in other skills.

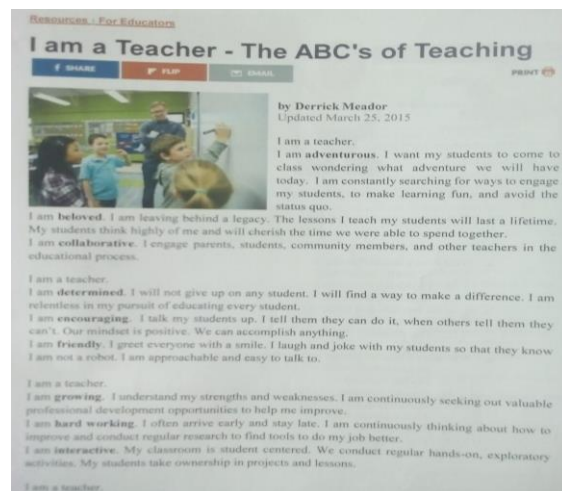
***The content of the workshops was relevant for students.*** This subcategory is related to the importance of using relevant content when designing tailored material. As explained by Rico (2010), using international textbooks implies exposing students to materials that are mostly based on stereotypical topics that are unrelated to their context. Consequently, when designing

materials that fit the needs of students, it is essential to choose topics that establish a connection between them and the materials. In this sense, one of Tomlinson's (1998) principles is related to how "what is being taught should be perceived by learners as relevant and useful" (p. 10). On this subject, Núñez, Pineda and Téllez (2004) pointed out that materials should not only be enjoyable, but also convey a meaningful experience to the learner. Thus, purposeful activities in a relaxed environment may result in posing challenges that students may be willing to undertake. This was achieved in the study by conducting a survey as a needs analysis instrument. From a varied range of topics, they all coincided that the materials could be about topics related to their program. As a result, the main topics underlying both workshops were about kids and teachers around the world. Moreover, each workshop started with a section called "Inquiring time", where students could reflect upon such topics. This served as a way of making students bond with the materials, while considering the particular context of the university.

The following excerpts from the students' artifacts show how different parts of the workshops helped create a sense of relevance in terms of their content.



*(Student's artifact, workshop N°1, activity 0)*



*(Student's artifact, workshop N°2, activity 6)*

The first image shows a warm up section called "Inquiring time", which worked both as an introduction to the workshop and as a point of reflection. This section was also intended as a



connection to research as the particular context of the students at university. Considering this, and the fact that students were in their second semester, the workshops exposed students to an initial stage in research: inquiring about problems in their context. On the other hand, the second image corresponds to the main text from the reading lesson in the second workshop. The texts revolved around the two main roles in the classroom: children and teachers. Hence, relevance was achieved by taking into account both students' likes and their program's particular context.

The following field note, for instance, demonstrates how the "Inquiring Time" section allowed students to share their opinions about the main topics of the workshops, thus making them relevant for them.

In the "Inquiring Time" section, Patricia stated that development courses were not necessary since teachers would already have a B.A. diploma. [sic]  
(*Teacher's field notes, Workshop N°2*)

When discussing the questions proposed in the "Inquiring Time" section, students had the chance to express their thoughts about the topics, and also listen to other students' opinions. The value of this exchange was that it engaged students and made the materials and classes relevant by dealing with topics of their interest. This goes in accordance with one of Small's (1997) aspects of relevance corresponding to familiarity in terms of using content that is "related to the learners' experience and values" (Relevance section). That is, content is relevant when it is meaningful to the learners.

The following excerpts from the audio recorded field notes show how students had the opportunity to discuss aspects related to their professional context in different activities throughout the workshops.

Teacher: What characteristics do you possess now from this list?  
Valeria: I'm friendly. I'm likeable. I'm beloved. I'm interactive.  
T: Which ones do you need to work on?  
V: I need to be more prepared. I need to be more determined. [sic]  
(*Audio recorded field notes, Workshop N°2*)

The main text from the reading lesson in the second workshop was related to describing certain characteristics a teacher should have. In activity 9, students had to create a rank with the given characteristics and discuss about the characteristics they possessed and the ones they needed. This gave them opportunities at various levels. For instance, they could drill basic structures and learn how to make sentences with adjectives, while addressing relevant aspects of their future as teachers. This is also tied to another one of Small's (1997) aspects of relevance, which is motive matching (i.e. connecting the objectives of the instruction to the learners' motives). This way, they did not feel they were addressing grammar directly, but discussing topics that were significant to them.

Teacher: When you see this contrast in the images here, what's your opinion comparing it, for example, to the situations of the children from the first workshop?

Valeria: That it's sad. I mean, not all the children are born under the same conditions. Not all the children have the same opportunities, even less an appropriate education, right? It's like education for some is not...I mean, the place where they receive their education is not the most suitable for it, right? And those people who have luxuries and all...well, they don't make the most of it. [*sic*] (trans)

*(Audio recorded field notes, Workshop N°2)*

In activity 17, students saw some pictures that showed different types of classrooms around the world. As evidenced in the excerpt, the topics from both workshops, being relevant in their professional development, led them to reflect upon issues in their contexts. In this sense, Rogers (2001) declared that reflection allows individuals "to enhance their overall personal and professional effectiveness" (p. 48). Therefore, leading students to reflect upon problems in their professional areas also fostered relevance.

Finally, the following excerpt from the focus group interview corroborates the way students felt engaged with the materials.

Valeria: I think they were interesting because they were about our program. Some of the activities and texts had a lot to do with, let's say, children from other countries and education in other countries. So, I think that was interesting. [*sic*] (trans)

*(Focus group interview)*

When asked about their opinion regarding the topics and activities chosen for the workshops, all of them agreed on the interest generated by the workshops since they were related to their programs. The fact that they could compare children lifestyles, teachers and classrooms from Colombia with some other countries around the world allowed them to gain knowledge they did not have and reflect upon this newfound information.

**Reading strategies use influenced by language competence.** This category is related to the way students' language competence was determining in their acquisition of reading strategies. To begin with, Bachman (1990) defined language competence as a series of components needed in language use, comprising organizational (grammatical and textual) and pragmatic (illocutionary and sociolinguistic) competencies. As stated in the statement of the problem, students were all classified as basic users of English. This classification at university is usually done by having students take an English test, which, depending on the achieved scores, allows the university to place them in a suitable level. Under these circumstances, O'Malley and Chamot (1990) considered this an issue, since basic users may struggle with the language level needed for strategy instruction.

This second category includes the three following subcategories: (a) *some strategies posed a challenge for students due to the lack of linguistic resources*, (b) *independent use of reading strategies requires exposure and practice*, and (c) *L1 was used as a tool to activate prior knowledge*.

***Lack of linguistic resources made some strategies challenging for students.*** This subcategory is related to the struggle students had with some of the strategies chosen for the materials due to their lack of linguistic resources. As O'Malley and Chamot (1990), and Oxford (1990) pointed out, students' characteristics are a decisive factor in terms of how receptive they can be to strategy instruction, some of these being prior education and cultural background.

When students were exposed to the reading strategies, some were hard to assimilate since they required a certain level of vocabulary or grammar structures. On the one hand, strategies such as *using imagery* or *elaboration*, which depended on visual association and background knowledge, were easier to assimilate compared to others such as *grouping* or *making inferences*, which required them to have a higher use of vocabulary.

The following excerpts from the students' artifacts illustrate how students faced difficulties working with some strategies.

Neighborhood	
Home	HOUSEWORK, PULM BECOM, CLASS ROOM, DOOR
Family	MOTHER, CHILDREN, SISTER
Food	CHOCOLATE, BREAD
Hobbies	
Routine	BOYS UP, BREAKFAST GOES TO WORK, SHOWERS GETTING UP, BUSINES

Segment	Number	Clues
Labradors, golden retrievers, poodles and Dalmatians.	3	she recognizes all different breeds of dogs
like many Argentines	5	Argentina is famous for its beef
which is about a teenage girl whose life is a lot like that of Cinderella	6	posteriora cds and stickers in notebooks
Professional dog-walkers	2	called pasape ras
Julieta lives with her mom, dad and 4-year-old brother, Santiago.	4	Juliet's mom
In this city, you have to watch your step	1	Argentines love their

(Student's artifact, workshop N°1, activity 7) (Student's artifact, workshop N°1, activity 23)

The first image shows an activity where students had to read the main text in the reading lesson and fill in the chart according to some lexical categories (these categories had been previously introduced). However, they could not find any words for some of the categories, or very few for other categories. In light of this, Nation (2009) highlighted the need for more pre-reading activities to facilitate students' approach to the vocabulary in the text. The second image shows an activity where students had to read a text with some gaps and infer where some missing segments had to be located, as well as identifying the clues that led them to that inference. Some of the students had to try several times before finding the right position for the segments and

writing the appropriate clues, while others found the answers faster, but had to try several times to get the clues required for the inference.

The following field note confirms the way students felt towards one of the aforementioned strategies, in terms of its difficulty.

Mariana says “grouping” is a complex strategy because there are no images she can relate to and she lacks the vocabulary needed to complete the chart. [sic]

*(Teacher’s field notes, workshop N°1)*

The first time students worked on *grouping*, they were given a limited amount of words to be sorted out among the categories, and, except for some new words, they accomplished the activity. Then, when they faced the same strategy again, they were not given a list of words, but a full text instead. As expressed by the field note, some students struggled with this activity because they could not identify words for every category.

The following excerpt from the audio recordings illustrates the way a student felt towards the activity shown in the second image.

Alison: Well, first because I don’t understand many words. Let’s say, here I say: Labrador, Golden, yeah? It’s like dog breeds. Well, you start looking, like regularly, let’s say, I don’t understand English too much. I don’t know very well what they’re saying there. [sic] (trans)

*(Audio recorded field notes, workshop N°1)*

As said before, another strategy that was troublesome for some students was *making inferences*. Since they had trouble connecting the segments to the surrounding text around the gaps, I decided to ask them about why it was difficult for them to finish the exercise successfully. One of their answers evidenced how hard it was for them to complete the activity, given that they did not know some key words that would have granted them a better performance in the activity.

The following excerpt from the focus group interview reinforces the previous evidence, as the student shared her insights about the strategies.

Alison: The most difficult part for me was the one where we to associate a word with what comes before and after. I mean, the inference activity. [sic] (trans)

*(Focus group interview)*

Students were asked about the most difficult strategies and activities they had to do. One of the answers that stood out pointed at *making inferences* as one of them. Nonetheless, as stated by Oxford (1990), as learners become more competent in the language, their use of strategies will grow, which, in turn, will foster language competence.

***Independent use of reading strategies requires exposure and practice.*** This subcategory illustrates how the independent use of strategies is better achieved when students are constantly exposed to these strategies and find different ways of using them out of the activities originally planned for this. Considering this, Nunan (2015) asserted that “when a learner has practiced a particular strategy to the point where he or she can apply it automatically, without consciously having to do so, we can say they have acquired the strategy as a skill” (p. 70). Thus, by encouraging constant exposure and practice of strategies, independent use can be achieved.

The following field notes show how a student decided to keep using some of the strategies learned in different activities throughout the workshop.

When reading the text “A day in the life of Ingrid”, Patricia has been using Google Images to look for unknown words. [sic]

***(Teacher’s field notes, workshop N°1)***

Patricia has learned to use “imagery” and “elaboration” as a constant support for understanding new vocabulary. For instance, she goes back to previous vocabulary exercises to check on the meaning of words. [sic]

***(Teacher’s field notes, workshop N°2)***

From the beginning, students were constantly told to use different resources to understand new words. The explicit resources given to them through the workshops were the use of reading strategies such as *using imagery*, which consists of using visual representations to understand and store new information. Even before introducing the strategy, I told them to look up new words using image search on the Internet. Considering this, it was interesting to see how some of the students incorporated this strategy in different activities without being told to do so. Later on, it became more evident to see how the constant use of strategies could lead to their independent

use. For instance, the students used previous activities as background knowledge that could help them understand vocabulary from new activities.

The following excerpt from the think-aloud protocols illustrates how students used some of the strategies from the workshops independently.

Alison: [1] Well, here, looking at the context, looking at the design of the reading, it's the design of a newspaper article. What kind of text is it? then, here it says in which text the kid is found, it seems. The text is a newspaper article. I choose that one because of the context of the text, or better, because of the images. [2] It also says here what the article is about (reads options). I choose routines because he talks a lot about what he does in his life, what he likes, what he doesn't like, the way he lives. Then, I choose routines. [sic] (trans)  
(*Think-aloud protocol*)

In all students, the use of strategies such as *elaboration*, *using imagery*, and especially, *getting the idea quickly* (scanning) was evident when answering the exercise designed for the think-aloud protocol. For instance, the transcript from the first point evidences *using imagery* in an independent use, as they identified visual elements in the text to determine what type it was. Additionally, the second point shows how the students went through a text scan (*getting the idea quickly*) to choose the answer.

Finally, the following excerpt from the focus group interview reaffirms what was evidenced in the previous excerpt.

Valeria: Yes, I realize now it did. In the exercise (think-aloud protocol), I did a quick scan, and it worked. [sic] (trans)  
(*Focus group interview*)

When asked if the activities in the workshops helped them improve their reading comprehension, most of them answered that learning how to scan the text and identifying visual clues were really helpful for them. As seen in the excerpt, some of those strategies were used independently on the reading exercise designed for the think-aloud protocol. The fact that they used them in an independent exercise shows how receiving conscious instruction and constantly practicing these strategies will lead to their independent use.

*L1 was used as a tool to activate prior knowledge.* This subcategory emerged from the fact that, although students were told to restrain their use of Spanish as much as they could, it was evident that they used it several times. This was done for several purposes such as discussing things among them or interacting with me. However, one of the instances that stood out in the analysis was using Spanish as a means of activating their background knowledge. *Elaboration*, one of the categories in the workshop, has to do with relating new information to previous knowledge to make meaningful associations. Spanish, then, was used as a way of elaboration. In relation to this, Lems, Miller and Soro (2010) considered two instances of interaction between L1 and L2: *positive cross-linguistic influence*, where L1 is a facilitator of L2; and *interference*, where L1 serves as an obstacle for L2. In light of this, the role of Spanish does not necessarily have to be seen as a negative impact in the classroom as long as the teacher knows how to guide students to use it appropriately.

The following field notes demonstrate how Spanish was used throughout the workshops.

Some of the students confirmed the new words they were learning by means of translating to Spanish. [*sic*]  
(*Teacher's field notes, workshop N°1*)

In both groups, I observe some use of Spanish as a means to reach understanding. Even though I show them images to help them understand vocabulary, they translate to Spanish as a way to confirm they understood.  
[*sic*]

(*Teacher's field notes, workshop N°1*)

Both field notes, which correspond to different moments during the first workshop, show how students resorted to Spanish translation for the new words they were learning, even when they were shown images. In most the cases, their guesses were right, so they used this as a strategy to confirm they had understood the new vocabulary.

Finally, the following excerpt from the think-aloud protocols shows how Spanish was used the same way in an independent exercise.

Mariana: Match... This goes with this because it says here what language he speaks (reads the options and chooses them after translating the questions). [*sic*]  
(*Think-aloud protocol*)



In all the think-aloud protocol transcripts, it could be seen how they used Spanish constantly, not only to express their thoughts, but also to translate the text, questions and answers throughout the exercise.

**Limited development of reading comprehension.** This category is related to the fact that reading comprehension development was limited by the end of the pedagogical intervention. Reading comprehension, as stated in the literature review, entails getting meaning from the text. This is better illustrated by Kintsch (as cited in Harrison, 2004) model that views comprehension as a process that occurs in two stages: firstly, “the process of identifying the lexical and grammatical information in the text” (p. 68), or textbase; and secondly, “the process of integrating this knowledge into the current mental state and updating one’s mental model of the world as a result” (p. 68), or situation model. This agrees with the definition of reading as an interaction between the reader and the text, offered in the literature review. Additionally, Kintsch’s (as cited in Harrison, 2004) situation model stage agrees with the concept of schemata, as proposed in schema theory. Hence, it becomes apparent that the lack of tools that shape these stages acts as an obstacle to generate reading comprehension.

This third category contains the two following subcategories: (a) *lack of vocabulary hindered reading comprehension*, and (b) *achieving surface level of reading comprehension*.

***Lack of vocabulary hindered reading comprehension.*** This subcategory is related to the way students’ reading comprehension was hindered because their lack of vocabulary served as an obstacle. On this subject, Davis (as cited in Harrison, 2004) found that vocabulary was a necessary skill for reading comprehension, thus making it essential to introduce vocabulary building activities in class as a support to reading lessons. Taking Kintsch’s (as cited in Harrison, 2004) model for reading comprehension, vocabulary is a component of the textbase, meaning that not having an adequate knowledge of vocabulary would not even allow the reader to reach the

first stage of comprehension. This aspect was seen in several occasions in the development of the workshops and in the activity designed for the think-aloud protocol.

The following field notes exemplify some moments during the implementation of the workshops where lack of vocabulary was an obstacle to understand the texts.

They had some problems to relate some of the words to the definitions, since the definitions had some unknown vocabulary. [*sic*]

*(Teacher's field notes, workshop N°1)*

In workshop N°1 activity 1, students were introduced to some vocabulary that would help them during the workshop. In activities 2 and 3, they had to use some of that vocabulary to complete a crossword, and then, use some of those same words to complete some sentences. These activities aimed to help them assimilate the new vocabulary, so they could recycle it and keep it in mind for other activities throughout the workshop. Nevertheless, they had some trouble completing activities 2 and 3 because they did not understand some words found in both the crossword definitions and the sentences.

Most of the times, students make mistakes or get stuck in some exercises because they don't know the vocabulary and, instead of looking up the word, try to assume meanings that end up misleading them. [*sic*]

*(Teacher's field notes, workshop N°2)*

Another common problem across the workshops was that students would not ask for new vocabulary, but, by making a rough translation on their own, ended up confusing those words, which led them to misunderstand the text. This, as mentioned in a previous subcategory, corresponds to Lems et al.'s (2010) notion of interference, in terms of vocabulary, as false cognates or word-by-word translation can meddle in the understanding of the text.

The following excerpt from the audio recordings shows the struggle students sometimes had with vocabulary.

Teacher: Why do you think the exercise is giving you trouble?

Valeria: Because I don't know some of the vocabulary, so I get confused. [*sic*] (trans)

*(Audio recordings, workshop N°2)*

When the vocabulary for the second workshop was introduced, students had trouble connecting the words to their definitions, since they did not understand some key vocabulary inside the definition or even the words themselves. Only after having translated most of them, they were able to complete the activities and move forward.

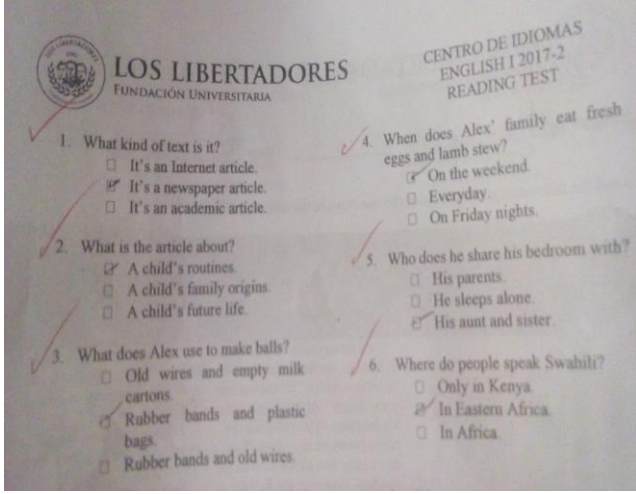
Finally, the following excerpt from the think-aloud protocols confirms the difficulty some students had in reading comprehension because of their lack of vocabulary.

Valeria: Now, number 6 is missing. I don't understand that one. It's like where he is from or something like that. Here says he's like from Africa or something. I'm gonna choose this by process of elimination because I don't know. [*sic*] (trans)  
(*Think-aloud protocol*)

This excerpt shows how the student tried to choose answers by ruling out the ones that she did not consider obvious, even if she did not understand them. As a matter of fact, after checking the results of the exercise, her answer was wrong. Then, when taking reading tests, students with poor vocabulary are limited to mere intuition, which could consequently affect their performance, as it is left to sheer luck.

***Achieving surface level of reading comprehension.*** This subcategory is related to the level of reading comprehension that was achieved by the end of the pedagogical intervention. Once more, it is important to remember Kintsch's (as cited in Harrison, 2004) two-stage model for reading comprehension. Concerning this, Kintsch and Rawson (2005) affirmed that "if a reader only comprehends what is explicitly expressed in a text, comprehension will be shallow, sufficient perhaps to reproduce the text, but not for deeper understanding" (p. 211). However, lack of vocabulary and its effect on using more complex strategies do not allow reading learners to reach the second stage of comprehension.

The following chart shows a comparison between one of the students' results from the reading exercise and the corresponding excerpt from the think-aloud protocol.

<p>Alison</p>  <p>1. What kind of text is it?  <input type="checkbox"/> It's an Internet article.  <input checked="" type="checkbox"/> It's a newspaper article.  <input type="checkbox"/> It's an academic article.</p> <p>2. What is the article about?  <input checked="" type="checkbox"/> A child's routines.  <input type="checkbox"/> A child's family origins.  <input type="checkbox"/> A child's future life.</p> <p>3. What does Alex use to make balls?  <input type="checkbox"/> Old wires and empty milk cartons.  <input checked="" type="checkbox"/> Rubber bands and plastic bags.  <input type="checkbox"/> Rubber bands and old wires.</p> <p>4. When does Alex' family eat fresh eggs and lamb stew?  <input checked="" type="checkbox"/> On the weekend.  <input type="checkbox"/> Everyday.  <input type="checkbox"/> On Friday nights.</p> <p>5. Who does he share his bedroom with?  <input type="checkbox"/> His parents.  <input type="checkbox"/> He sleeps alone.  <input checked="" type="checkbox"/> His aunt and sister.</p> <p>6. Where do people speak Swahili?  <input type="checkbox"/> Only in Kenya.  <input checked="" type="checkbox"/> In Eastern Africa.  <input type="checkbox"/> In Africa.</p>	<p>[3] The third one says that Alex uses or finds... (reads options). Well, I don't get the answer really well, but I chose it, checking the text, because it complements the answer. The reading has the answer, so that's why I chose that answer. However, I don't understand the question very well...and the answers either. [sic] (trans)</p> <p>[4] Alex familia come fresco huevos and I don't know anything else. So, I also base...I'm going back to the reading...Well, here in the reading, the questions have a little of the answers. It says there that he eats eggs, it's like the little I understood. [sic] (trans)</p>
(Reading exercise result)	(Think-aloud protocol)

The first six points of the reading exercise designed for the think-aloud protocols were directed towards *using imagery* and *getting the idea quickly*. In the case of this student, the left side of the chart shows that she got all her answers right, despite the confusion and lack of understanding manifested in her thinking process. This illustrates how effective she was at figuring the visual aspects of the text for point 1 and using scanning to get the required information to answer points 2 to 6. In other words, without necessarily understanding the text and the questions she was answering, she could find a way to get a good score.

Having described the data analysis and the corresponding categories and subcategories that emerged from it, the coming chapter will focus on the presentation of the conclusions and pedagogical implications pertaining to the present research study, together with the limitations of the study and some questions leading to future research.

## **Chapter V**

### **Conclusions and Pedagogical Implications**

This chapter presents the conclusions that derived after comparing the research question and research objectives stated at the beginning of this document to the categories and subcategories that emerged from the data analysis. Additionally, it describes the pedagogical implications of this study in my educational context, the ELT community and myself in the roles of teacher-researcher and text developer. Finally, it addresses the limitations in the implementation of the present study and poses some questions that may lead to future research.

#### **Conclusions**

The general objective proposed for the research study was to analyze the impact of workshops based on reading strategies on undergraduate students' reading comprehension. This implied designing and implementing materials that suited both the study and the particular educational context, applying instruments to collect data, analyzing the data and establishing research categories that could give an answer to the research question. These research categories were consistent with the three constructs that arose from the research question and the corresponding specific research objectives.

The first objective was related to the assessment of the effectiveness and suitability of workshops based on reading strategies on undergraduate students' reading comprehension. First and foremost, it is important to highlight the significance of connecting theory and practice to materials development. Indeed, Núñez and Téllez (2009) mentioned that "materials development contributes directly to teachers' professional growth insofar as it betters their knowledge, skills and creativity, raises their consciousness as regards teaching and learning procedures, and allows them to act as agents of permanent change". This was evident when the design of the workshops implied selecting adequate SLA principles and an MD framework, as it facilitated the conception

of well-structured materials that answered to the needs and interests of my particular teaching context.

Most important, the choice of the SLA principles underlying the design shaped the contextualization of the materials, which helped achieving impact and relevance. For instance, the characteristics of the reading texts posed challenges and opportunities for the activities proposed. The challenges were evidenced in text length and authenticity, defined by Dastgoshadeh and Jalilzadeh (2011) as legitimate language used in real contexts as opposed to contrived texts which have a particular language teaching purpose. On the other hand, opportunities were reflected in texts that possessed particular characteristics that guided the reading such as visual clues, even though they were authentic as well.

Another aspect was related to the use of pre, while and post reading activities to help in contextualization and production. Williams (1987) asserted that including these three phases served as a motivator to make the reading experience more enjoyable. Besides, this also allows for the interaction of reading with other language skills such as speaking and writing (Saricoban, 2002). This occurred as the three phases allowed students to become involved with the activities and they could use the text as a model to produce new language.

The last aspect evidenced was the relevance of the content for students. This was achieved by analyzing the needs and particular context of my participants. On this matter, Núñez et al. (2004) affirmed that “the teacher must develop meaningful tasks that emphasize learning which is relevant for students’ lives and that helps them understand and challenge their own views of the world” (p. 130). In this case, relevance was attained by using content that was interesting for them and that connected the materials and the intervention to their professional development.

The second research objective was to identify the factors that may influence undergraduate students’ reading strategies use. Analysis of the data showed that the use of

reading strategies was influenced by students' language competence. With respect to this, Oxford (1990) stated that the more advance learners are, the more strategies they use and more efficiently as well. As a matter of fact, the basic language level of the participants posed a challenge in the use of some strategies. Hence, strategies that required a more advanced use of language competence were more difficult to assimilate (e.g. making deductions or inferences), compared to those based on visual factors or students' background knowledge (e.g. using imagery or elaborating). As a result, the exposure and constant practice of those strategies favored by students led them to make independent use of them, which Anderson (as cited in O'Malley and Chamot, 1990) described as the associative stage in skill acquisition, in which "declarative knowledge is turned into its procedural form" (p. 26). Also, another factor identified across the pedagogical intervention was the use of L1 to activate background knowledge. This, in some cases, worked in a positive way as it helped students to reinforce their understanding of certain vocabulary. Lems et al. (2010) labelled this phenomenon as positive cross-linguistic influence, which has to do with "the facilitating effects of the first language on second language literacy" (p. 29).

Finally, the third research objective was to determine how students make meaning from the text by using strategy-based instruction. As noted in the second research category, the lack of linguistic resources became a challenge to use some strategies. In the case of reading comprehension, development was limited due to the same circumstances. Referring to this, Kintsch (as cited in Harrison, 2004) conceived reading comprehension as a process that considers an initial bottom-up stage (textbase) followed by a top-down stage (situation model). Taking this into account, and the fact that vocabulary is an essential component of reading comprehension, students' lack of vocabulary was a hindrance to this process. Even more, considering that L1 was

sometimes used to make up for this shortcoming, and its use was not always positive, or as Lems et al. (2010) would call it, it was an interference.

As a conclusion, the findings of the research study indicate that the design and implementation of workshops based on reading strategies contribute to the reading comprehension of undergraduate students. However, to do so, it is paramount to develop activities that foster vocabulary building as it is an indispensable component of reading comprehension.

### **Pedagogical Implications**

First of all, the present research study impacted me in my role of teacher-researcher. Núñez and Téllez (2015) sustained that “the notion of a problem fosters reflection since teachers’ concerns make them act to alleviate a learning difficulty” (p. 56). Thus, conducting an action research study through its four stages: planning, acting, observing and reflecting (Hitchcock and Hughes, 1995), allowed me to reflect on my teaching practices. Furthermore, understanding the connection between theory and practice promoted my personal and professional development, as it implied researching and choosing an appropriate methodology to plan my pedagogical intervention. Also, by identifying a problem in my classroom and elaborating a proposal that could improve it, I was empowered to make decisions that would benefit my students. As a materials-developer, the impact was even greater. Before the research study, I only possessed some practical and instinctual knowledge that allowed me to adapt activities taken from different textbooks or teacher activity databases on the Internet. Núñez et al. (2004) affirmed that “it is by combining...theoretical background and...teaching experience in the development of...materials that [teachers] create positive conditions for language learning” (p. 131). In light of this, I learned and applied SLA principles for MD and created my own MD framework, adjusted to my particular context, to improve the design of my materials.



Additionally, my students were positively impacted in three ways. Firstly, because they could enjoy and work with a set of materials that was designed especially for them “to tap [their] feelings and background, and...enhance learning acquisition by promoting autonomy” (Núñez et al., 2004, p. 131), where their needs and interests were the raw material of both the workshops and the pedagogical intervention per se. Secondly, because they had the chance to receive strategy-based instruction to improve their reading comprehension. Thirdly, because the particular context of the university was considered in the design, so they could have an initial approach at research through inquiring. This aspect gave them possibilities to express their opinions about their professional context, listen to diverse opinions and reflect upon problems that concerned them.

In regard to the institution, Fundación Universitaria Los Libertadores was impacted as they have an alternative choice to tackle with reading comprehension, or even to apply strategy-based instruction in language classes. Moreover, the materials designed for the intervention are an innovative aspect for both the language center and the school of education since it is a first attempt to develop contextualized materials that deal with a current issue at university: students’ reading comprehension. In this sense, Núñez et al. (2012) affirmed that “MD constitutes a true resource for teachers to respond to students’ needs and foster institutional innovation in language teaching” (p. 25). Besides, given that the language center can share the workshops with other language teachers, this study can also impact them, as the materials can encourage them to design their own materials, thus, exposing them to the theory underlying MD.

Finally, this research study impacts the ELT community as it gives valuable insight in the reading comprehension of undergraduate students and the application of strategy-based instruction in the ELT classroom. Most important, it acts as a proof that teachers can be in charge of designing their own materials as opposed to the use of textbooks produced by multinational

publishing houses. Hence, giving more emphasis to the local needs and cultural values of our students.

### **Limitations**

The present study was limited by two important factors. First, time was a limitation since the implementation of the materials had to go hand in hand with the normal curricular schedule of the university, including exam weeks and events. Also, given that the needs analysis could not be done in a previous semester for the risk of having a different population, the time devoted to designing and implementing the materials was reduced. In addition to this, the group where the implementation took place was a limitation in terms of the number of participants, considering that participants in the research study were reduced from twelve to five students. Also, there were lots of constraints in relation to students' attendance, which made the implementation of the materials more difficult. Finally, the amount of data collected was limited due to the low number of participants.

### **Further Research**

Considering the findings stated in the conclusions, the following questions arise for future research: (a) How do the design and implementation of strategy-based materials can contribute to undergraduate students' vocabulary building? and (b) How do the design and implementation of materials based on extensive reading can foster students reading comprehension?

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## Appendices

### Appendix A: Survey Sample



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**SURVEY**

Estimada estudiante, para el desarrollo del curso es sumamente importante conocer las percepciones que usted tiene sobre sus procesos de comprensión lectora, las estrategias que usa cuando lee, y qué tipo de material en clase consideraría útil para mejorar estos aspectos. Por favor, lea las siguientes preguntas cuidadosamente y seleccione la respuesta que mejor se ajuste a su experiencia y necesidades. La información que nos brinde será usada para mejorar los procesos de lectura que se realizarán en clase.

Seudónimo:

Edad:

Programa:

Semestre:

1. ¿Qué hace en su tiempo libre? (Marque máximo dos opciones)

- ☐ Deporte
- ☐ Lectura
- ☐ Video juegos
- ☐ Televisión
- ☐ Navegar en Internet
- ☐ Otro ¿Cuál? \_\_\_\_\_

2. ¿Qué entiende por comprensión de lectura? (mínimo 50 palabras)

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3. ¿Qué tipo de textos suele leer?

- ☐ Literatura
- ☐ Textos relacionados con mi carrera
- ☐ Periódicos o revistas
- ☐ Comics
- ☐ Información de redes sociales
- ☐ Otro ¿Cuál? \_\_\_\_\_

4. ¿Qué tipo de textos prefiere leer en inglés?

- ☐ Literatura
- ☐ Textos relacionados con mi carrera
- ☐ Periódicos o revistas
- ☐ Comics
- ☐ Información de redes sociales
- ☐ Otro ¿Cuál? \_\_\_\_\_



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SURVEY

5. Con base en la siguiente pregunta, ordene las opciones de acuerdo a su frecuencia (1 es la más frecuente y 4 es la más usada).

¿Qué hace cuando no comprende un texto?

- ☐ Abandonar el texto.
- ☐ Leer varias veces.
- ☐ Buscar en Internet.
- ☐ Preguntarle a un experto.

6. Con base en la siguiente pregunta, ordene las opciones de acuerdo a su frecuencia (1 es la más frecuente y 6 es la más usada).

¿Qué estrategias usa cuando se enfrenta a un texto en inglés?

- ☐ Copiar y pegar en un traductor.
- ☐ Buscar vocabulario desconocido durante la lectura.
- ☐ Resaltar el vocabulario desconocido y buscarlo después de leer.
- ☐ Leer el texto completo y darle sentido basado en mi conocimiento previo.
- ☐ Tratar de extraer ideas principales.
- ☐ Usar imágenes, títulos y palabras en negrilla para entender el texto.

7. En una escala de 1 a 5, siendo 1 deficiente y 5 excelente, ¿cómo calificaría los procesos de comprensión de lectura en inglés realizados en su colegio? ¿Por qué?

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8. De las siguientes opciones, ¿qué tipo de ejercicios le gustaría ver en clase de inglés? (Escriba SÍ o NO)

- ☐ Opción múltiple.
- ☐ Falso o verdadero.
- ☐ Respuesta abierta.
- ☐ Completar espacios.
- ☐ Unir columnas.
- ☐ Ordenar textos.

9. ¿Qué temas le gustaría ver en las lecturas para la clase de inglés? (Escoja un mínimo de 3 opciones)

- ☐ Deportes
- ☐ Música
- ☐ Arte
- ☐ Cine y televisión
- ☐ Temas relacionados con su programa
- ☐ Ciencia y tecnología
- ☐ Cultura (viajes, países del mundo, costumbres, etc.)
- ☐ Negocios
- ☐ Noticias y actualidad
- ☐ Otro ¿Cuál? \_\_\_\_\_

**Appendix B: Sample workshop**

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ENGLISH I 2017-2  
WORKSHOP I

Student \_\_\_\_\_ Date \_\_\_\_\_

Workshop One  
**Kids around the World**



**Objectives**

**General:** To expose students to different social contexts of children around the world.

**Specific:**

- ✓ To identify vocabulary related to neighborhoods, houses, habits and hobbies.
- ✓ To inquire and appreciate about the way children live in different cultures.
- ✓ To recognize and express habits, routines and hobbies effectively.
- ✓ To reflect upon the environment children are exposed to in different countries in the world.
- ✓ To make conscious use of reading strategies to improve reading comprehension.





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WORKSHOP I

## Lesson 1: Learning new words!

**Inquiring Time**

- ☐ Education
- ☐ Family Stability
- ☐ Economic Stability
- ☐ Entertainment
- ☐ Access to Technology
- ☐ Adequate Food
- ☐ House

Tick the options you consider are constitutional rights for children in Colombia.

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> Life               | <input type="checkbox"/> Health             | <input type="checkbox"/> A cellphone |
| <input type="checkbox"/> Physical Integrity | <input type="checkbox"/> Pizza              | <input type="checkbox"/> Family      |
| <input type="checkbox"/> Education          | <input type="checkbox"/> A catholic Baptism | <input type="checkbox"/> Chocolates  |
| <input type="checkbox"/> Adequate Food      | <input type="checkbox"/> Free Transport     | <input type="checkbox"/> A name      |

Discuss the following questions with your classmates.

What's your perception about children in Colombia and the world?

Do they all live in good conditions?



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WORKSHOP I



1. Classify the words in the box into their corresponding category. Then, write additional words from your own vocabulary. Compare and exchange words with your classmate.

*Learning strategies:*

Elaborating, semantic mapping, cooperating with peers.



pancake	toys	village	spacious	pet	chestnuts	wash
your hands	get dressed	duck	dumplings	school	town	
aunt	porridge	eat lunch	farm	dog	windows	get up
early	brush your teeth	pond	steamed bread	twins		pickled
	vegetables		set out for school			
Neighborhood	Home		Family			
Food	Hobbies		Routine			

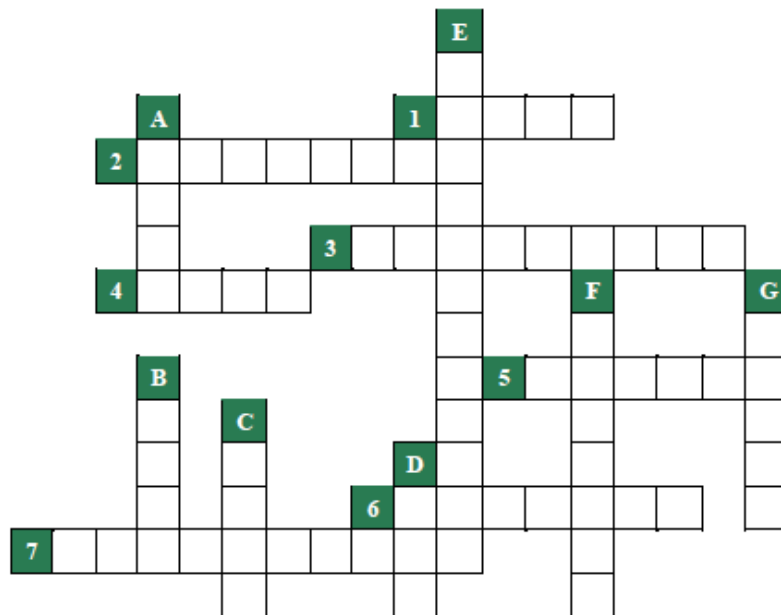


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WORKSHOP I

2. From the words in the previous exercise and the definitions given below, solve the following crossword.

*Learning strategies:*  
Elaborating, placing new words into a context.



Across	Down
1. Objects used by children to play.	A. A small natural or artificial lake.
2. Dish made of grains and water or milk.	B. Your mother's sister.
3. Dish made of dough and a filling.	C. An area of land used for agriculture and keeping animals.
4. Flying animal that quacks.	D. An animal that is used for a person's company, protection or entertainment.
5. Opening in a wall covered with glass.	E. A typical Chinese dish that is made by cooking dough with water steam.
6. Round flat cakes usually served for breakfast.	F. A small community of people usually living in a rural area.
7. Action of putting clothes on you.	G. Two siblings that are born at the same time.

Check with all the group.





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WORKSHOP I

3. Fill in the gaps in the following sentences using some of the words from the previous exercise.

*Learning strategies:*  
Placing new words into a context, recombining.



- a. Sarah has a \_\_\_\_\_ sister. They're identical and their mom dresses them with the same clothes.
- b. \_\_\_\_\_ filled with meat and vegetables are a typical dish in Chinese cuisine.
- c. My uncle's \_\_\_\_\_ usually has some chicken and sheep. He also has some orange trees.
- d. People eat oat \_\_\_\_\_ for breakfast in lots of countries around the world because it is very nutritious.
- e. Fish \_\_\_\_\_ are common in Japanese houses, especially to keep koi fish.
- f. In my bedroom, there is a \_\_\_\_\_ where I can see a nice park in front of my house.
- g. Julian's favorite \_\_\_\_\_ are his cars and a soccer ball.
- h. Camila always takes her \_\_\_\_\_ to the park in the afternoon. She has two beautiful dogs.
- i. There are some fishing \_\_\_\_\_ near Magdalena River. Their living conditions are sometimes difficult.
- j. \_\_\_\_\_ are very beautiful animals, but they can be aggressive when their territory is trespassed.

Compare your answers with a classmate.





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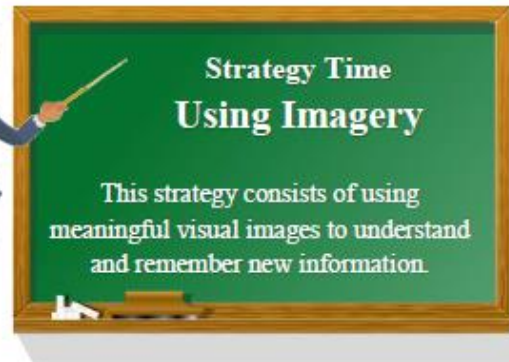
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ENGLISH I 2017-2  
WORKSHOP I

## Lesson 2: Let's read!

### Before reading





4. Match the images with the information in front writing the corresponding letter in the box. Compare with a classmate. Based on the images, discuss with a classmate:

- Do they live in the same conditions?
- What do you think is similar and different?



*Learning strategies:*  
Using imagery, guessing intelligently using other clues.



P I C T U R E N A M E  O R I G I N				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
	<input type="checkbox"/> Mengmeng	<input type="checkbox"/> James	<input type="checkbox"/> Ingrid	<input type="checkbox"/> Julieta
	<input type="checkbox"/> Argentina	<input type="checkbox"/> Colombia	<input type="checkbox"/> The Philippines	<input type="checkbox"/> China



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WORKSHOP I

5. Look at the text below. Identify the visual structure, and **circle** the title and any images in it.

*Learning strategies:*  
Using imagery, highlighting.



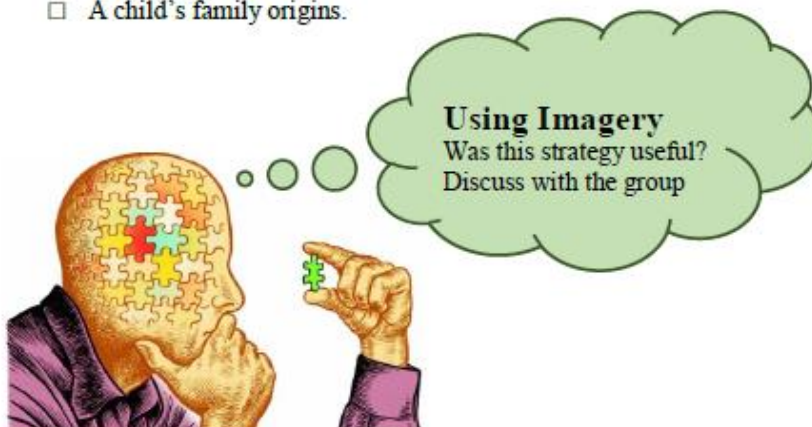
## A Day in the Life of Ingrid



Early in the morning in Magangue, Colombia, 10-year-old Ingrid gets up with the sun and starts her day. Ingrid's mother, a working woman who is the head of her family, gives her children hot chocolate and bread for breakfast and goes to work. Ingrid's sister goes to work with her.

Based on the previous identification, answer the questions below.

- a. What kind of text is it?
  - ☐ It's an Internet article.
  - ☐ It's a newspaper article.
  - ☐ It's an academic article.
- b. What, do you think, is the text about?
  - ☐ A child's routines.
  - ☐ A child's future life.
  - ☐ A child's family origins.







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WORKSHOP I

### While reading

6. The following are the next four paragraphs from the text “A Day in the Life of Ingrid”. Read them and number them into their correct order. Consider the paragraph from the previous exercise to help you order.

*Learning strategies:*  
Analyzing expressions, using linguistic clues.



<input type="checkbox"/>	Ingrid goes to the center, located a few blocks from her home. At the center, Ingrid goes to her classroom, where she participates in the activities of the day. Her teacher designates a craft to make, a way to encourage creativity and develop skills. Ingrid has fun with the crafts she is able to make, and she enjoys working with her friends.
<input type="checkbox"/>	Then, Ingrid goes home, where her mother has lunch waiting for her. Ingrid changes from her center uniform into her school uniform and goes to study. She keeps her books in an old bag of yarn that serves as a backpack. She fastens her shoes carefully, gives a touch to her hair, and is ready to leave.
<input type="checkbox"/>	Ingrid stays at home to do housework. With a palm broom, she sweeps the dusty dirt floor of her house. Then she is responsible for washing dishes and getting them organized for when her mother returns. Once this is finished, Ingrid carries water in a bucket to the place designated for showering, a place built with tin walls and a curtain for a door. She brushes her teeth and puts on her uniform to go to the child development center, having first arranged her hair in a cute ponytail — which she usually repeats over and over until it has been well made.
<input type="checkbox"/>	After crafts, she and the other children wash their hands and, after lining up in a row, get their dishes filled with food and sit down to eat their snack and share with other children.

Confirm the order by looking at the full text in the next page.



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ENGLISH I 2017-2  
WORKSHOP I

## A Day in the Life of Ingrid



Early in the morning in Magangue, Colombia, 10-year-old Ingrid gets up with the sun and starts her day. Ingrid's mother, a working woman who is the head of her family, gives her children hot chocolate and bread for breakfast and goes to work. Ingrid's sister goes to work with her.

Ingrid stays at home to do housework. With a palm broom, she sweeps the dusty dirt floor of her house. Then she is responsible for washing dishes and getting them organized for when her mother returns. Once this is finished, Ingrid carries water in a bucket to the place designated for showering, a place built with tin walls and a curtain for a door. She brushes her teeth and puts on her uniform to go to the child development center, having first arranged her hair in a cute ponytail — which she usually repeats over and over until it has been well made.



Ingrid goes to the center, located a few blocks from her home. At the center, Ingrid goes to her classroom, where she participates in the activities of the day. Her teacher designates a craft to make, a way to encourage creativity and develop skills. Ingrid has fun with the crafts she is able to make, and she enjoys working with her friends.



After crafts, she and the other children wash their hands and, after lining up in a row, get their dishes filled with food and sit down to eat their snack and share with other children. When they finish, they like playing with their crafts.

Then, Ingrid goes home, where her mother has lunch waiting for her. Ingrid changes from her center uniform into her school uniform and goes to study. She keeps her books in an old bag of yarn that serves as a backpack. She fastens her shoes carefully, gives a touch to her hair, and is ready to leave.

Ingrid and two classmates walk to school together. Along the way, they talk about their homework and make plans to play at recess. Once night falls, Ingrid returns home, where her family is waiting for her for dinner. Before going to bed, she devotes time to homework and packs her notebooks for class the next day. Then, with a prayer of thanksgiving, she ends her day and is off to sleep.





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ENGLISH I 2017-2  
WORKSHOP I



7. Using the categories from exercise 1, select words from the text and fill in the following chart.

*Learning strategies:*

Grouping, overviewing and linking with already known material.



<b>Neighborhood</b>	
<b>Home</b>	
<b>Family</b>	
<b>Food</b>	
<b>Hobbies</b>	
<b>Routine</b>	

### Grouping

Was this strategy useful?  
Discuss with the group

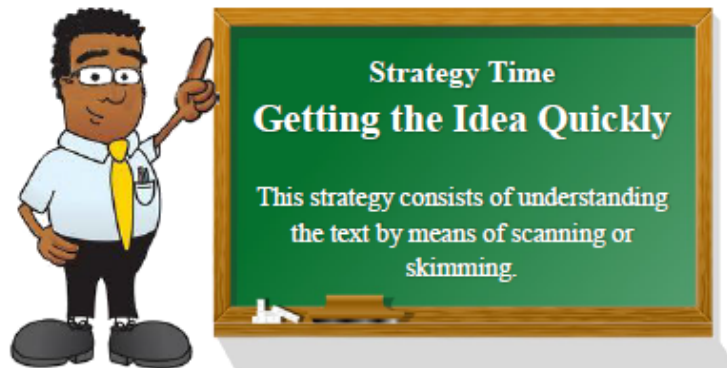
Compare with all the group.





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ENGLISH I 2017-2  
WORKSHOP I



8. Go through the text, read the following questions and choose the correct answer.

*Learning strategies:*  
Getting the idea quickly.



- a. What does Ingrid's mother give her children for breakfast?
  - ☐ Hot chocolate and pancakes.
  - ☐ Porridge and bread.
  - ☐ Hot chocolate and bread.
- b. Where does Ingrid carry water in a bucket?
  - ☐ To the shower.
  - ☐ To the kitchen.
  - ☐ To her bedroom.
- c. Who designates crafts for children to make?
  - ☐ Ingrid's mother.
  - ☐ Ingrid's classmates.
  - ☐ Ingrid's teacher.
- d. When does Ingrid return home?
  - ☐ In the afternoon.
  - ☐ At night.
  - ☐ After going to the center.
- e. How does Ingrid's teacher encourage creativity?
  - ☐ By having children make crafts.
  - ☐ By having children dance.
  - ☐ By having children write stories.



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ENGLISH I 2017-2  
WORKSHOP I

9. Look at the questions in the previous page. Then, match the question words in bold to one of the words in front. Compare with a classmate.

*Learning strategies:*

Analyzing expressions, recognizing formulas and patterns.



<b>A</b>	What
<b>B</b>	Where
<b>C</b>	Who
<b>D</b>	When
<b>E</b>	How

<input type="checkbox"/>	Time
<input type="checkbox"/>	Object/Information
<input type="checkbox"/>	The way
<input type="checkbox"/>	Place
<input type="checkbox"/>	Person

10. Using the question words from the previous exercise, fill in the gaps in the following conversation. Check with all the group.

Reporter: (R)/ Ingrid (I)

R: \_\_\_\_\_ do you go in the morning?

I: I go to the child development center.

R: \_\_\_\_\_ do you go there?

I: I go walking because it's near my house.

R: \_\_\_\_\_ do you do there?

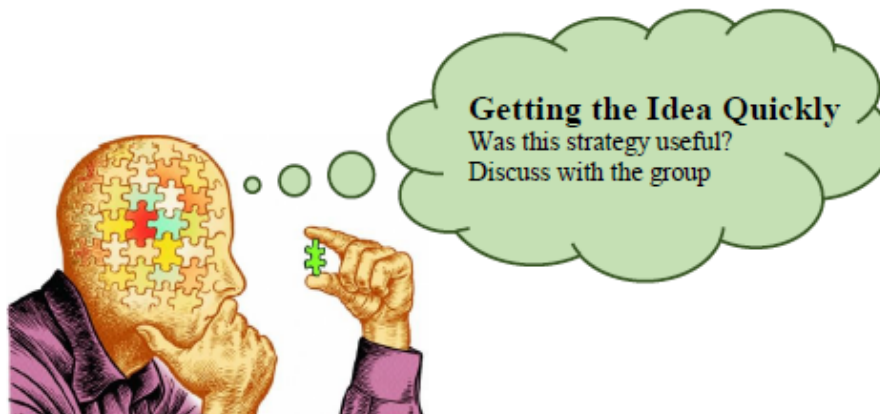
I: My friends and I make crafts.

R: \_\_\_\_\_ designates what craft to make?

I: Our teacher.

### Grammar Tip!

*Question words* are used to ask for different types of information. Most of them start with **WH**.





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ENGLISH I 2017-2  
WORKSHOP I

### After reading

11. Read the text about Ingrid again. Then, read the sentences below and determine if they are *true* or *false*. Correct the false ones.

*Learning strategies:*  
Getting the idea quickly, using mechanical techniques.



Sentence	True	False	Correction
Ingrid's sister goes to work with her mother.			
Ingrid is responsible for washing clothes.			
Ingrid brushes her teeth before going to the center.			
Ingrid keeps her books in a new bag.			
Ingrid does homework before going to bed.			

Now match these sentences with the questions written below.

a. What does Ingrid do before going to the center?

b. Where does Ingrid keep her books?

c. Who does Ingrid's sister go to work with?

d. When does Ingrid do homework?

e. What is Ingrid responsible for?



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WORKSHOP I

## Lesson 3: Write Down!

12. Look at the text in the next page. **Circle** all the visual components (images and title). Then, answer the questions in the chart.

*Learning strategies:*

Using imagery, elaborating, getting the idea quickly.



Questions	Ingrid	Mengmeng
What kind of text is it?	An Internet article	
What's the text about?	A child's routines	
What's the child's name?	Ingrid	
Where does s/he live?	In Magangue, Colombia	
Who does s/he live with?	With her mother and sisters	
How old is s/he?	11	

Compare your answers with a partner.





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ENGLISH I 2017-2  
WORKSHOP I



Song Mengmeng, 11, lives in a village in China. Song is his family's name; Mengmeng is the name his parents gave him.

# *My name is ...* Mengmeng

## BEIDIAO YUTAI, China

Song Mengmeng, 11 years old, lives with his twin brother, Song Wenwen, and his mother and father in Beidiao Yutai, a village of farmers in the countryside of northeastern China.

Mengmeng's father does not have a lot of money. Mengmeng does not have a lot of new clothes or fancy toys.

But he and his family have plenty to eat. They live in a spacious house made of stones and cement, with blue-painted wood around the windows. They have a dog and a cat to play with. Ducks swim around in a tiny pond outside their house.

Mengmeng and his brother usually get up early. On school days, their mother wakes them about 5:30 a.m. The twins wash their hands and face right after getting out of bed. But they brush their teeth only at night.

After getting dressed in jeans and sweatshirts, they like to have hot porridge for breakfast. Sometimes their mother also gives them steamed bread or some *jianbing*, which is a pancake made out of cornmeal. It is so thin it looks like a napkin.

Then Mengmeng and Wenwen set out for school, each carrying books in a bag on his back. They have to walk about 40 minutes to their school in a nearby town, Lian Cheng. Classes begin at 7:50 a.m. and last until 4:30 p.m.

Mengmeng and his brother usually eat lunch at their aunt's house, because she lives close to the school. She makes whatever the boys like. Mengmeng's favorite is pickled vegetables. This time of year, Mengmeng also carries a few chestnuts in a pocket of his jeans so he can snack whenever he feels like it.

After school, Mengmeng has about an hour's homework every day, mostly Chinese and math. Then his mother cooks some dumplings or fried eggs for dinner.

Mengmeng and his brother like to watch cartoons on television after dinner. Their favorite is "Tom and Jerry" or a Chinese story about the Monkey King.

"Whenever my father tries to cook, he burns everything," Mengmeng said.

—Edward Cody





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ENGLISH I 2017-2  
WORKSHOP I

Read the conversation two people are having based on the article.

A: What's the boy's name?

B: His name is Song Mengmeng.

A: How old is he?

B: He's 11 years old.

A: Does he live with his family?

B: Yes, he does.

A: Where do they live?

B: They live in Beidiao Yutai.

A: Do they have a small house?

B: No, they don't. The house is spacious.

A: What time does Mengmeng wake up?

B: At 5:30 a.m.

A: Does he have hot chocolate for breakfast?

B: No, he doesn't

A: What does he have for breakfast?

B: He has hot porridge.

### Grammar Tip!

There are two types of questions:

Examples

Information questions

Where do they live?

In Beidiao Yutai.

Confirmation questions

Does he live with his family?

Yes, he does

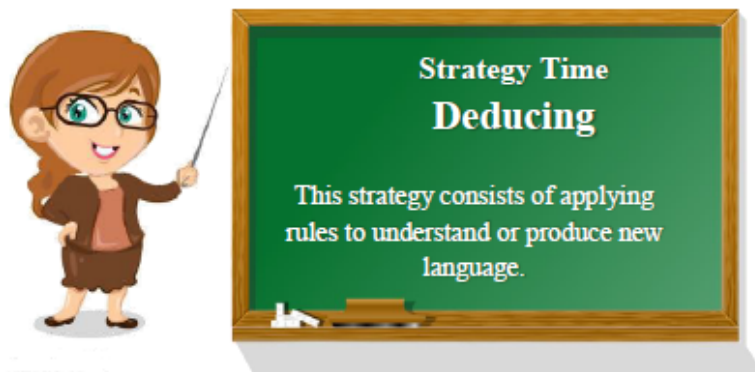
Notice the structure:

Wh_	Auxiliary	Subject	Verb	Complement
	Does	he	live	with his family?
Where	do	they	live?	
What time	does	Mengmeng	wake up?	



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WORKSHOP I



13. Read the following questions and organize them in the chart below.

*Learning strategies:*  
Deduction, using mechanical techniques.



- Does Mengmeng's father have a lot of money?
- Do they have a pond outside their house?
- What pets do they have?
- What time do classes begin?
- Do they brush their teeth in the morning?
- What does Mengmeng like to have for lunch?
- How long do they have to walk to school?

Wh	Auxiliary	Subject	Verb	Complement





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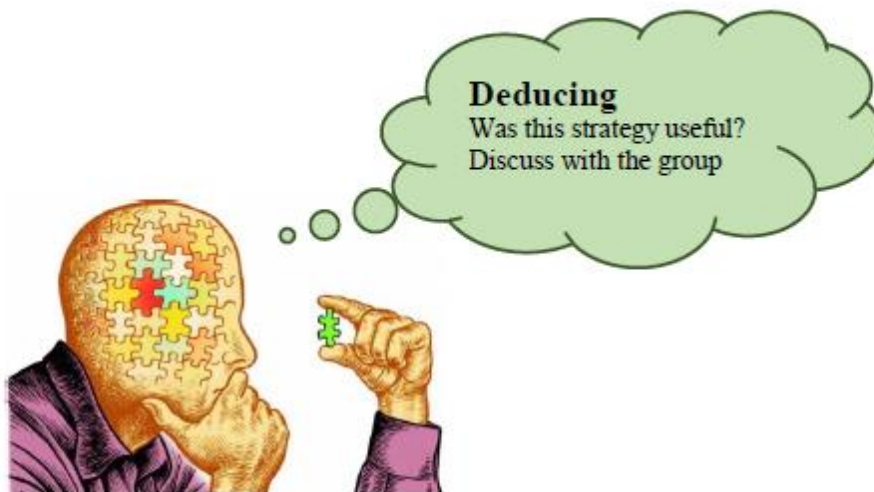
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14. Match the questions from the previous exercise with their corresponding answers.

*Learning strategies:*  
Recognizing and using formulas and patterns.



<input type="checkbox"/>	They have a dog, a cat and some ducks.
<input type="checkbox"/>	No, he doesn't.
<input type="checkbox"/>	He likes to have pickled vegetables for lunch.
<input type="checkbox"/>	No, they don't.
<input type="checkbox"/>	They have to walk for about 40 minutes.
<input type="checkbox"/>	Yes, they do.
<input type="checkbox"/>	They begin at 7:50 a.m.







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WORKSHOP I

## Lesson 4: Watch and Listen!

16. Check the images below and match them with a word from the box.

*Learning strategies:*  
Using imagery, guessing intelligently using other clues.



village	generator	fisherman	firewood
	take a bath		boat
			
			

17. The following clip is about James, a boy from the Philippines. Watch the clip and identify which elements are present.

*Learning strategies:*  
Elaborating, guessing intelligently using other clues.



- |  |   |  |
|--|---|--|
| <input type="checkbox"/> A description of his village.     | <input type="checkbox"/> A description of his family. | <input type="checkbox"/> A description of his house. |
| <input type="checkbox"/> His routines.                     | <input type="checkbox"/> His hobbies.                 | <input type="checkbox"/> His favorite book.          |
| <input type="checkbox"/> His family's physical description | <input type="checkbox"/> His plans for the future.    | <input type="checkbox"/> His ideal house.            |



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**WORKSHOP I**

18. Look at the transcript of the clip. Listen to the clip and fill in the gaps in the text by using the words in the box.

*Learning strategies:*  
Representing sounds in memory, repeating.



village	toilet backdoor	boat ears	firewood early	rice music	generator
---------	--------------------	--------------	-------------------	---------------	-----------

This is my \_\_\_\_\_. Hello, my name is James. I'm 9 years old. My dad's a fisherman. He's always working on his \_\_\_\_\_. Sometimes he has help. Here's my mom. She won't let me go to school unless my \_\_\_\_\_ are clean. My baby brother, Nathaniel. I like him a lot, so does my sister, Jamaica. This is our house. We use wood to cook our food. The \_\_\_\_\_ is outside the \_\_\_\_\_, we flush it with ocean water. We use rain water to take a bath. The fishermen go out at night and come back \_\_\_\_\_ in the morning. We are running out of \_\_\_\_\_. We eat lots of \_\_\_\_\_ and fish almost every meal. The village has electricity only three hours each night. My dad is in charge of starting the electricity \_\_\_\_\_. Now people can watch their TVs. We watch DVDs. Lots of kids always come over to watch them with us. If the TV won't start, we play \_\_\_\_\_ and dance.

19. Read the transcript again and write words that correspond to the categories previously approached. Compare and exchange words with your classmates.

*Learning strategies:*  
Representing sounds in memory, grouping.



<b>Neighborhood</b>	
<b>Home</b>	
<b>Family</b>	
<b>Food</b>	
<b>Hobbies</b>	
<b>Routine</b>	



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ENGLISH I 2017-2  
WORKSHOP I

20. The following conversation corresponds to some aspects of James' life. Every question and answer has one mistake at least. Underline them and correct in the space given below.

*Learning strategies:*  
Deducing, highlighting.



CONVERSATION	CORRECTION
A: What's the boy name?	
B: Her name's James.	
A: How old years is he?	
B: He has 9 years old.	
A: Where he lives?	
B: He live in the Philippines.	
A: With who does he live?	
B: With his father, mother and two brothers.	
A: What do his father do?	
B: He's an fisherman.	
A: Does James likes his baby brother?	
B: Yes, he is.	

In pairs, read the corrected version of the conversation. Then, recreate the same dialogue, but using the information about Ingrid and Mengmeng.





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ENGLISH I 2017-2  
WORKSHOP I

## Lesson 5: Speak up!

21. Look at the heading of an article below. Then, answer the questions.

*Learning strategies:*  
Using imagery, using other clues.



- a. Where's she from?
  - ☐ Latin America.
  - ☐ Asia.
  - ☐ Africa.
- b. How old is she?
  - ☐ Fifteen years old.
  - ☐ Eleven years old.
  - ☐ Seven years old.
- c. Where does she live?
  - ☐ She lives in a city.
  - ☐ She lives in a village.
  - ☐ She lives in a farm.




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WORKSHOP I

22. Read the article and verify the answers from the previous exercise.

*Learning strategies:*  
Elaborating, getting the idea quickly.





*My name is ...* Julieta

**BUENOS AIRES — 1.** That's because the residents of Buenos Aires, Argentina, love their dogs, and the city's sidewalks are full of them. Veterinarians work out of street-front stores that often are sandwiched between businesses such as coffee shops and clothing boutiques.

**2.** — called *paseaperros* here — regularly parade through the traffic on crowded sidewalks with as many as 15 dogs at one time, all of them leashed together.

Julieta Kesel, 7, sees these situations every day on the sidewalks outside the condominium building where she lives. Now, she recognizes all different breeds of dogs — **3.** And every day she asks her mother for a dog of her own. (Julieta's parents think she probably needs to be a little older to have a dog of her own. Plus, their house is small. But neither of those reasons keeps Julieta from asking!)

For now, she owns only the stuffed kind. Her bedroom is home to more than 25 toy dogs. In addition to her 25 stuffed dogs, **4.** Julieta's mom makes crafts and games for kids and her dad is a furniture designer.

At lunch, Julieta — **5.** — loves meat. Argentina is famous for its beef and the many ways of cooking it. In her free time, Julieta watches "Floricienta" — **6.** Julieta loves collecting Floricienta CDs and stickers. Her notebooks for class work are covered with Floricienta stickers. She also loves to go fishing in a pond in a Buenos Aires park with her dad.

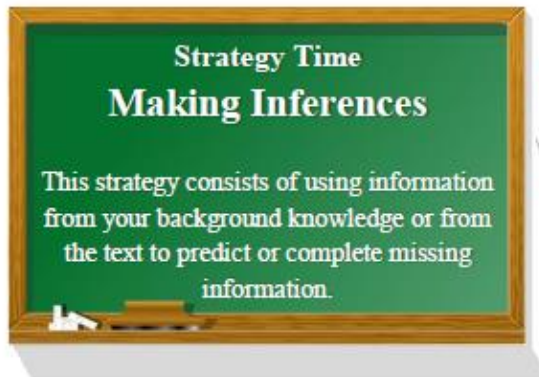
Before she goes to bed, she usually plays with her brother. And before the lights go out for the evening, she almost never forgets to do one more thing: She asks her mom for a dog, again.

— Monte Reel



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WORKSHOP I

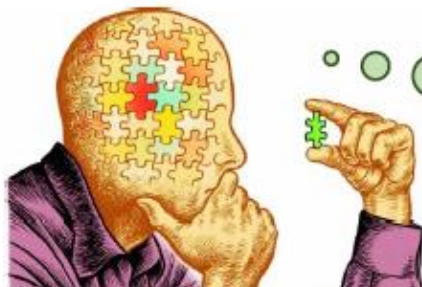


23. Look at the text again. Notice there are some numbers in green and white. Check the segments below and write the number that you think corresponds to each segment. Then, write the clues in the text that helped you make the inference.

*Learning strategies:*  
Making inferences, using linguistic clues.



Segment	Number	Clues
Labradors, golden retrievers, poodles and Dalmatians.		
like many Argentines		
which is about a teenage girl whose life is a lot like that of Cinderella		
Professional dog-walkers		
Julietta lives with her mom, dad and 4-year-old brother, Santiago.		
In this city, you have to watch your step		



**Making Inferences**  
Was this strategy useful?  
Discuss with the group



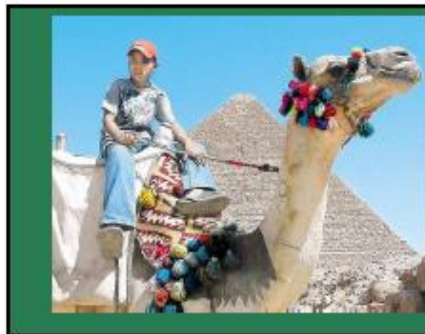


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ENGLISH I 2017-2  
WORKSHOP I

24. Check the profiles below. In pairs, choose one of them. Then, create a short oral presentation using the information given and additional information from your own imagination.

*Learning strategies:*  
Practicing naturalistically, cooperating with peers.



**Name:** Sayeed Farouk.  
**Age:** 12.  
**Family:** Mother (Karima), father (Muhammed) and brother (Awad).  
**Residence:** Cairo, Egypt.  
**Hobbies:** Soccer, hide and seek, listen to music.  
**House:** One floor, three rooms, black and white TV, straw mats.  
**Routines:** No school, take tourists on camel trips.  
**Food:** Chicken, tea, falafel, kushari.



**Name:** Otto Jan Verkerk.  
**Age:** 12.  
**Family:** Mother, father and 2 brothers (Adriaan and Samuel).  
**Residence:** Beek, The Netherlands.  
**Hobbies:** Soccer, watch TV, listen to music.  
**House:** Three floors, four rooms, duplex, 5 bicycles.  
**Routines:** ride bike to school, study, go to community center.  
**Food:** Hagelslag, vlaai, milk, cheese, meatballs.



**Name:** Bruna Figueira.  
**Age:** 13.  
**Family:** Mother, father and 2 sisters (Bárbara and Bianca).  
**Residence:** Rio de Janeiro, Brazil.  
**Hobbies:** Street dancing, swimming, tennis, read novels, listen to music, watch TV.  
**Apartment complex:** Big playground, tennis court, two swimming pools.  
**Routines:** Go to a private school by car, have swimming and tennis lessons.  
**Food:** Feijoada, pastéis, french fries, chocolate milk.



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WORKSHOP I

## Self-assessment!

According to your experience with the workshop, tick (✓) the column that fits your achievements better.



The workshop... El taller...			
Has an attractive layout with nice images and colors. <i>Tiene un diseño atractivo con imágenes y colores agradables.</i>			
Deals with interesting topics that are related to my context and enrich my culture. <i>Trata temas interesantes que están relacionados con mi contexto y enriquecen mi cultura.</i>			
Contains aspects of the language that can be useful for my learning process and my context. <i>Contiene aspectos de lengua que pueden serme útiles para mi proceso de aprendizaje y mi contexto.</i>			
Allows me to get actively involved in my learning process by means of engaging activities. <i>Me permite involucrarme de forma activa en mi proceso de aprendizaje a través de actividades estimulantes.</i>			
Makes use of authentic texts as the main source of reading material. <i>Hace uso de textos auténticos como fuente principal del material de lectura.</i>			
Gives me the chance to monitor my outcomes constantly by interacting with my classmates and my teacher. <i>Me da la oportunidad de monitorear mis resultados constantemente a través de la interacción con mis compañeros y el profesor.</i>			



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ENGLISH I 2017-2  
WORKSHOP I

Encourages the use of reading strategies to facilitate my understanding of the texts. <i>Fomenta el uso de estrategias de lectura para facilitar mi entendimiento de los textos.</i>			
Opens a space to inquire and reflect about issues related to both my social and professional context. <i>Abre un espacio para cuestionar y reflexionar acerca de asuntos relacionados con mi contexto social y profesional.</i>			
Other comments about the material: <i>Otros comentarios del material:</i>			
<b>The reading strategies...</b> <b><i>Las estrategias de lectura...</i></b>			
Help me associate my previous knowledge and the new vocabulary. <i>Me ayudan a asociar mi conocimiento previo y el vocabulario nuevo.</i>			
Facilitate my initial comprehension of the text by identifying visual elements such as images and titles. <i>Facilitan mi comprensión inicial del texto al identificar elementos visuales tales como imágenes y títulos.</i>			
Allow me to recognize and identify certain words according to vocabulary categories. <i>Me permiten reconocer e identificar ciertas palabras de acuerdo a categorías de vocabulario.</i>			
Encourage me to locate specific information into the text. <i>Me estimulan a ubicar información específica dentro del texto.</i>			
Help me to analyze and use the language by deducing rules related to its structure. <i>Me ayudan a analizar y usar la lengua al deducir reglas relacionadas con su estructura.</i>			
Allow me to use my own knowledge and the text itself to predict new text or understand information in the text. <i>Me permiten usar mi conocimiento y el texto mismo para predecir nuevo texto o entender información en el texto.</i>			



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ENGLISH I 2017-2  
WORKSHOP I

Other comments about the strategies: <i>Otros comentarios sobre las estrategias:</i>			
<b>My reading comprehension</b> <i>Mi comprensión de lectura</i>			
By means of reading strategies, I am able to have a better understanding of the text. <i>Por medio de las estrategias de lectura, puedo tener un mejor entendimiento del texto.</i>			
I am able to have an initial understanding of the text by connecting my previous knowledge to different elements inside the text (images, known words, among others). <i>Puedo tener un entendimiento inicial del texto conectando mi conocimiento previo a diferentes elementos en el texto (imágenes, palabras conocidas, entre otros).</i>			
I am able to scan the text to look for specific information. <i>Puedo escanear el texto para buscar información específica.</i>			
Other comments about my reading comprehension: <i>Otros comentarios sobre mi comprensión de lectura:</i>			





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ENGLISH I 2017-2  
WORKSHOP I

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ENGLISH I 2017-2  
WORKSHOP I

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Student \_\_\_\_\_ Date \_\_\_\_\_

## Workshop Two Becoming a Teacher



### Objectives

**General:** To recognize what being a teacher means and where teaching happens.

**Specific:**

- ✓ To identify vocabulary related to people's characteristics and the classroom.
- ✓ To inquire and appreciate the role of teachers.
- ✓ To describe people in terms of personality and physical traits.
- ✓ To describe objects inside a place and its quantities.
- ✓ To make conscious use of reading strategies to improve reading comprehension.

Developed by Jhon Alexander Gómez Pintor

1






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## Lesson 1: Learning new words!

**Inquiring Time**

WHAT DOES IT MEAN



TO BE A TEACHER?

memegenerator.net

Write down characteristics (adjectives) that define a teacher. Use a dictionary if necessary.

What do teachers need to be good? Cross out (X) the ones you don't consider them necessary, and number the rest in order of importance.

- |                         |                       |                           |
|-------------------------|-----------------------|---------------------------|
| _ Development courses   | _ Didactic materials  | _ Small groups            |
| _ Up-to-date technology | _ Editorial textbooks | _ A good work environment |
| _ Beautiful facilities  | _ Good students       | _ Teaching uniforms       |
| _ A high salary         | _ School incentives   | _ A place to relax        |

Discuss the following questions with your classmates.

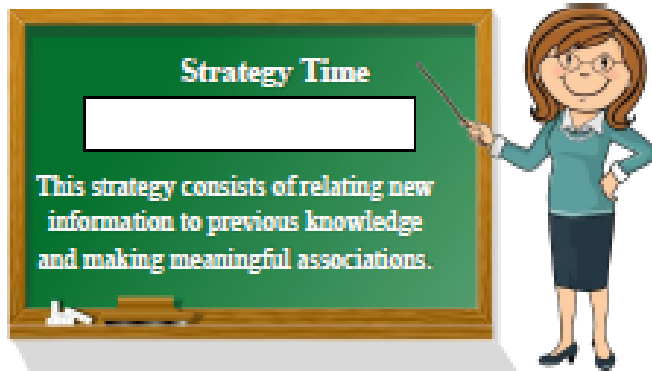
What differences are there between teaching children or adults?

What are the pros and cons of teaching in Colombia?



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### Guess the Strategy

Using imagery

Grouping

Elaborating

1. Find the words on the right box in the following word puzzle.

*Learning strategies:*  
Elaborating, using mechanical techniques.



J	E	V	I	T	C	A	R	E	T	N	I	C
W	E	D	H	E	R	N	O	T	B	I	L	O
Q	P	I	R	N	E	S	X	E	E	M	U	L
T	N	F	Y	T	A	T	F	S	A	U	F	L
A	D	V	E	N	T	U	R	O	U	S	T	A
L	M	Y	B	R	I	D	I	R	T	C	H	B
L	T	L	O	H	V	E	E	G	I	U	G	O
K	U	H	R	U	E	N	N	A	F	L	U	R
G	S	U	Y	V	N	T	D	N	U	A	O	A
W	I	L	L	I	N	G	L	I	L	R	H	T
S	C	H	O	O	L	R	Y	Z	U	P	T	I
D	E	T	E	R	M	I	N	E	D	E	J	V
T	E	A	C	H	E	R	I	D	N	N	Z	E

### Words

Adventurous

Creative

Determined

Tall

Beautiful

Willing

Muscular

Young

Thoughtful

Organized

Short

Interactive

Friendly

Thin

Collaborative



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WORKSHOP II

2. Classify the words from the previous exercise in the chart below. Then, add the words you wrote in “Inquiring Time” and compare with a classmate.

*Learning strategies:*  
Grouping, semantic mapping, cooperating with peers.



Physical Appearance	Personality

3. Use some of the words from exercise 1 to match the definitions below. Check with all the group.

*Learning strategies:*  
Elaborating, placing new words into a context.



Word	Definition
	A person who likes trying new or difficult things.
	A person who plans things carefully.
	A person who likes working together with other people.
	A person who continues doing things, no matter the difficulties.
	A person who always thinks how to help other people.
	A person who likes producing original ideas.
	A person who does things enthusiastically.



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## Lesson 2: Let's read!

### Before reading

#### Guess the Strategy

Using imagery  
Grouping  
Elaborating



4. Look at the text below. Identify the visual structure, and **circle** the title, bolded words and any images in it.

*Learning strategies:*  
Using imagery, highlighting.



[Resources](#) : [For Educators](#)

## I am a Teacher - The ABC's of Teaching

f SHARE

F FLIP

✉ EMAIL

PRINT



I am a teacher.

I am **adventurous**. I want my students to come to class wondering what adventure we will have today. I am constantly searching for ways to engage my students, to make learning fun, and avoid the status quo.



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5. Based on the previous identification, answer the questions below.

*Learning strategies:*  
Using imagery, making inferences.



- a. What kind of text is it?
  - ☐ It's an Internet article.
  - ☐ It's a newspaper article.
  - ☐ It's an academic article.
- b. What, do you think, is the text about?
  - ☐ Teachers around the world.
  - ☐ A teacher's routine.
  - ☐ The characteristics of a teacher.
- c. Why is "adventurous" in bold?
  - ☐ Because it's a subtitle.
  - ☐ Because it's relevant in the text.
  - ☐ Because the author wants to be ironic.

### While reading

*Learning strategies:*  
Analyzing expressions, using linguistic clues.

6. Read the following extracts from the text and match the characteristics of the teacher with their description.



I am collaborative.

I am determined.

I am friendly.

I am interactive.

I will not give up on any student. I will find a way to make a difference. I am relentless in my pursuit of educating every student.

My classroom is student centered. We conduct regular hands-on, exploratory activities. My students take ownership in projects and lessons.

I engage parents, students, community members, and other teachers in the educational process.

I greet everyone with a smile. I laugh and joke with my students so that they know I am not a robot. I am approachable and easy to talk to.

Confirm the match by looking at the text in the next page.





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[Resources](#) > [For Educators](#)

## I am a Teacher - The ABC's of Teaching

f SHARE

FLIP

EMAIL

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by **Derrick Meador**

Updated March 25, 2015

I am a teacher.

I am **adventurous**. I want my students to come to class wondering what adventure we will have today. I am constantly searching for ways to engage my students, to make learning fun, and avoid the status quo.

I am **beloved**. I am leaving behind a legacy. The lessons I teach my students will last a lifetime. My students think highly of me and will cherish the time we were able to spend together.

I am **collaborative**. I engage parents, students, community members, and other teachers in the educational process.

I am a teacher.

I am **determined**. I will not give up on any student. I will find a way to make a difference. I am relentless in my pursuit of educating every student.

I am **encouraging**. I talk my students up. I tell them they can do it, when others tell them they can't. Our mindset is positive. We can accomplish anything.

I am **friendly**. I greet everyone with a smile. I laugh and joke with my students so that they know I am not a robot. I am approachable and easy to talk to.

I am a teacher.

I am **growing**. I understand my strengths and weaknesses. I am continuously seeking out valuable professional development opportunities to help me improve.

I am **hard working**. I often arrive early and stay late. I am continuously thinking about how to improve and conduct regular research to find tools to do my job better.

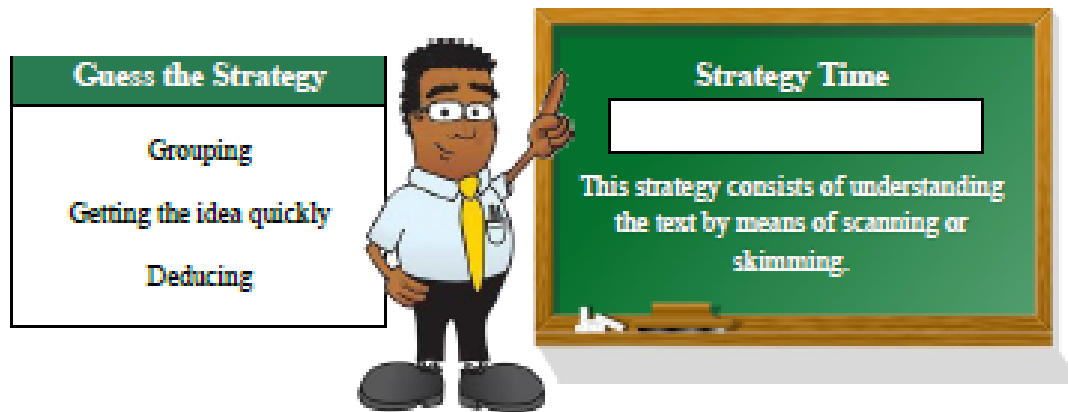
I am **interactive**. My classroom is student centered. We conduct regular hands-on, exploratory activities. My students take ownership in projects and lessons.

I am a teacher.



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**7. Go through the text, read the following questions and choose the correct answer.**

*Learning strategies:*  
Getting the idea quickly.



- a. What does a teacher conduct?
  - ☐ Scientific experiments.
  - ☐ Exploratory activities.
  - ☐ Marketing research.
- b. How are teachers and students mindsets?
  - ☐ Positive.
  - ☐ Pessimistic.
  - ☐ Rigid.
- c. Who does a teacher engage in the educational process?
  - ☐ School administration.
  - ☐ His/her students.
  - ☐ Parents, students, community members, and other teachers.
- d. How does a teacher greet everyone?
  - ☐ With a formal hello.
  - ☐ With a smile.
  - ☐ With a big hug.



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### After reading

8. Considering the text in page 7, put the following paragraphs in order.

*Learning strategies:*  
Analyzing expressions, using linguistic clues, predicting.



<input type="checkbox"/>	I am <b>modern</b> . I will not be teaching the same way five years from now. I change with the times and keep things fresh. I am always updating my classroom and methodology.
<input type="checkbox"/>	I am <b>kind</b> . I help my students when I know they need assistance. I check on them when they are sick and let them know I care when they lose someone.
<input type="checkbox"/>	I am <b>organized</b> . Everything in my classroom has a place. Organization aids with preparation and ultimately keeps the flow of the classroom going in the right direction.
<input type="checkbox"/>	I am <b>just</b> . I am always fair. I carefully weigh any decision taking the "who and what" into consideration. No decision is taken lightly.
<input type="checkbox"/>	I am <b>prepared</b> . All my materials are ready to go well in advance of the lesson. I plan for surprises and over plan so that there is little downtime.
<input type="checkbox"/>	I am <b>nurturing</b> . I foster relationships with my students. I learn which students respond to constructive criticism and which students require a more gentle approach.
<input type="checkbox"/>	I am <b>likable</b> . I relate well to my students. I work hard to find a common ground. I talk to my students about my hobbies and interests.

9. Taking into account the characteristics from the text. Create a top ten of the characteristics you think a teacher needs. Share with the class.

1		6	
2		7	
3		8	
4		9	
5		10	

What characteristics do you possess now? Which ones do you need to work on?





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### Lesson 3: Write Down!

10. Read the next part of the text. Unscramble the letters in bold inside the parentheses.

**Learning strategies:**  
Using linguistic clues, making inferences



I am a teacher

I am (quirky). I can be unconventional, outlandish, and crazy because I know that my students respond positively to that.

I am (rkifetvee). I am constantly evaluating my approach and making changes. I reflect on what I can change to make improvements on a daily basis.

I am (sfea). Nothing matters to me more than keeping my students safe. I will lay down my own life if necessary. My classroom is a safe haven for all of my students.

I am a teacher.

I am \_\_\_\_\_ (tugohthuffi). I care about those I work with and recognize their contributions. I go out of my way to show my appreciation for my co-workers who do an outstanding job and make mine easier.

11. Choose four characteristics from the box below, and write a short paragraph. Remember to use the text as a model for your writing.

**Learning strategies:**  
Practicing naturalistically, planning for a language task.



underappreciated   versatile   willing   xenodochial   youthful   zealous

[illegible]



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## Lesson 4: Watch and Listen!

12. Check the image below and put numbers in the circles inside the image according to the words in the box.

*Learning strategies:*  
Using imagery, guessing intelligently using other clues.



1. whiteboard	2. markers	3. trash can
4. table	5. chair	6. sticky notes
7. tape	8. map	9. clock
10. desk	11. calendar	12. poster



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**13. Watch the following video and answer the questions below.**

*Learning strategies:*  
Elaborating, making inferences.



- a. Who is the man on the video?
  - ☐ A teacher.
  - ☐ A student.
  - ☐ The school principal.
- b. What's he doing?
  - ☐ Introducing his students.
  - ☐ Talking about the history of the school.
  - ☐ Showing and describing the classroom.
- c. What can you say about the classroom?
  - ☐ It's a normal classroom.
  - ☐ It's a luxurious classroom.
  - ☐ It's a poor classroom.

**14. Look at the transcript of the video. Listen to it and fill in the gaps in the text by using the words in the box.**

*Learning strategies:*  
Representing sounds in memory, repeating.



**chairs      map      trash can      classroom      tape      whiteboard**

Welcome! This is our \_\_\_\_\_. There is a \_\_\_\_\_, and on the whiteboard there are some markers. There is a \_\_\_\_\_, and there are three tables, but each table is actually... There are two tables in one table. There are nice \_\_\_\_\_ at the table, there are many chairs. There are actually two whiteboards. This is one whiteboard, this is another whiteboard, so there are two whiteboards. We have a table here. There is \_\_\_\_\_. There are our sticky notes you can stick on the wall. On the wall there is a \_\_\_\_\_, and there is a clock on the wall, too. And on the ceiling there are lights... Whoa! Also, there are nice windows. So now I turned the lights off because the windows have light. So this is our classroom. I hope that you like it. See you next time!



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## Lesson 5: Speak up!

**Guess the Strategy**

Making inferences

Getting the idea quickly

Deducing

**Strategy Time**

This strategy consists of applying rules to understand or produce new language

15. Look at the picture below and read the description next to it. Then, complete the chart below using the words in bold inside the text.

*Learning strategies:*  
Deduction, using mechanical techniques.



### My Classroom

This is my classroom. It's big and beautiful. There are **some** chairs and tables. There's a **blackboard** on the wall. Also, there's **an** eraser on the blackboard. There aren't **any** maps in my classroom, but there's a **globe** where my classmates and I can see the countries of the world. There are **a lot of** books in a big shelf, so we can read in class every day.

Quantity words	Use	Example
	Singular nouns	
	Plurals nouns (middle quantity)	
	Plurals nouns (big quantity)	
	Plural nouns (no quantity)	





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16. Look at the picture of another classroom. Fill in the gaps using the words in bold from the previous exercise.

*Learning strategies:*  
Recognizing and using formulas and patterns.



In my classroom, there's \_\_\_\_\_ globe.  
There are \_\_\_\_\_ posters on the walls to practice numbers and the alphabet. There's \_\_\_\_\_ blackboard, but there aren't markers. In the cabinet, there's \_\_\_\_\_ abacus and \_\_\_\_\_ books. There's \_\_\_\_\_ desk for the teacher, and \_\_\_\_\_ chairs and tables for the students.

17. The following are some pictures from different classrooms around the world. Choose one of them and describe it to the class.

*Learning strategies:*  
Practicing naturalistically, cooperating with peers.



Edwardsville, the USA



Laghman, Afghanistan



Porac, The Philippines



Barrancabermeja, Colombia

Describe the classroom you're teaching now, or the one where you'll teach.



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## Self-assessment!

According to your experience with the workshop, tick (✓) the column that fits your achievements better.



The workshop... <i>El taller...</i>			
Has an attractive layout with nice images and colors. <i>Tiene un diseño atractivo con imágenes y colores agradables.</i>			
Deals with interesting topics that are related to my context and enrich my culture. <i>Trata temas interesantes que están relacionados con mi contexto y enriquecen mi cultura.</i>			
Contains aspects of the language that can be useful for my learning process and my context. <i>Contiene aspectos de lengua que pueden serme útiles para mi proceso de aprendizaje y mi contexto.</i>			
Allows me to get actively involved in my learning process by means of engaging activities. <i>Me permite involucrarme de forma activa en mi proceso de aprendizaje a través de actividades estimulantes.</i>			
Makes use of authentic texts as the main source of reading material. <i>Hace uso de textos auténticos como fuente principal del material de lectura.</i>			
Gives me the chance to monitor my outcomes constantly by interacting with my classmates and my teacher. <i>Me da la oportunidad de monitorear mis resultados constantemente a través de la interacción con mis compañeros y el profesor.</i>			



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ENGLISH I 2017-2  
WORKSHOP II

Encourages the use of reading strategies to facilitate my understanding of the texts. <i>Fomenta el uso de estrategias de lectura para facilitar mi entendimiento de los textos.</i>			
Opens a space to inquire and reflect about issues related to both my social and professional context. <i>Abre un espacio para cuestionar y reflexionar acerca de asuntos relacionados con mi contexto social y profesional.</i>			
Other comments about the material: <i>Otros comentarios del material:</i>			
<b>The reading strategies...</b> <b><i>Las estrategias de lectura...</i></b>			
Help me associate my previous knowledge and the new vocabulary. <i>Me ayudan a asociar mi conocimiento previo y el vocabulario nuevo.</i>			
Facilitate my initial comprehension of the text by identifying visual elements such as images and titles. <i>Facilitan mi comprensión inicial del texto al identificar elementos visuales tales como imágenes y títulos.</i>			
Allow me to recognize and identify certain words according to vocabulary categories. <i>Me permiten reconocer e identificar ciertas palabras de acuerdo a categorías de vocabulario.</i>			
Encourage me to locate specific information into the text. <i>Me estimulan a ubicar información específica dentro del texto.</i>			
Help me to analyze and use the language by deducing rules related to its structure. <i>Me ayudan a analizar y usar la lengua al deducir reglas relacionadas con su estructura.</i>			
Allow me to use my own knowledge and the text itself to predict new text or understand information in the text. <i>Me permiten usar mi conocimiento y el texto mismo para predecir nuevo texto o entender información en el texto.</i>			



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ENGLISH I 2017-2  
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Other comments about the strategies: <i>Otros comentarios sobre las estrategias:</i>			
<b>My reading comprehension</b> <b><i>Mi comprensión de lectura</i></b>			
By means of reading strategies, I am able to have a better understanding of the text. <i>Por medio de las estrategias de lectura, puedo tener un mejor entendimiento del texto.</i>			
I am able to have an initial understanding of the text by connecting my previous knowledge to different elements inside the text (images, known words, among others). <i>Puedo tener un entendimiento inicial del texto conectando mi conocimiento previo a diferentes elementos en el texto (imágenes, palabras conocidas, entre otros).</i>			
I am able to scan the text to look for specific information. <i>Puedo escanear el texto para buscar información específica.</i>			
Other comments about my reading comprehension: <i>Otros comentarios sobre mi comprensión de lectura:</i>			





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ENGLISH I 2017-2  
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**Appendix C: Field Notes Form**

<b>FIELD NOTES</b> <b>ID0030-104</b>	
<b>DESCRIPTIVE NOTES</b>	<b>REFLECTIVE NOTES</b>
DATE:	
SETTINGS:	
MAT IMPLEMENTATION:	
ST BEHAVIORS:	
ST INTERACTIONS:	

## Appendix D: Think Aloud Protocol Sample



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**CENTRO DE IDIOMAS**  
**ENGLISH I 2017-2**  
**READING TEST**

Student \_\_\_\_\_ Date \_\_\_\_\_

Read the following text and answer the questions in the next page.



*My name is ... Alex*

"My father is smart," Alex says in Swahili, the language of much of eastern Africa. "He teaches me many things." Alex also speaks the language of his tribe, Kikuyu. Many countries in eastern Africa don't offer free public schools for children. However, the Kenyan government does.

Most children in Kenya want to go to school because they get to be with their friends and learn how to read. Plus, they don't have to do as many household chores.

**(C)** Alex says, "That one is the most difficult job for me. Now I don't have to do it as much."

He is in the first grade and he thinks school is fun. "I like math and learning English," he says. "I want to be a doctor. I can study very hard."

Alex gets up at 6 every morning for school. He drinks some orange juice, eats some bread and walks with many of the neighborhood children for 20 minutes.

After school his family eats rice, **(D)**. They also eat cooked green vegetables and pounded corn that looks like mashed potatoes.

Fresh eggs and lamb stew are expensive, so the family eats them only on weekends.

In his free time, Alex loves to ride his bicycle. He also loves watching American wrestling, **(E)**.

In his house, there are just two rooms, and there isn't running water. **(F)**.

Alex shares a room with his aunt and his sister. His parents have the other room, **(G)**.

— Emily Wax

**KAREN, Kenya** — Alex Muthuma is just 9 years old. But he can make his own toys.

Sometimes, Alex makes a ball out of rubber bands and plastic bags. Other times he and his 12-year-old sister, **(A)**, make cars from old wires and empty milk cartons.

"I like building things," says Alex, who wears jeans, a warm sweater and Velcro Harry Potter sneakers. "It's nice for playing."

Alex lives in a neighborhood outside Nairobi, **(B)**, where he and his friends can find spare parts to almost anything.

His father has a refrigerator repair workshop in a one-room store next to a busy road.

The children often help their fathers build things. Alex works with his mom and dad until after school.



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CENTRO DE IDIOMAS  
ENGLISH I 2017-2  
READING TEST

1. What kind of text is it?
  - ☐ It's an Internet article.
  - ☐ It's a newspaper article.
  - ☐ It's an academic article.
2. What is the article about?
  - ☐ A child's routines.
  - ☐ A child's family origins.
  - ☐ A child's future life.
3. What does Alex use to make balls?
  - ☐ Old wires and empty milk cartons.
  - ☐ Rubber bands and plastic bags.
  - ☐ Rubber bands and old wires.
4. When does Alex' family eat fresh eggs and lamb stew?
  - ☐ On the weekend.
  - ☐ Everyday.
  - ☐ On Friday nights.
5. Who does he share his bedroom with?
  - ☐ His parents.
  - ☐ He sleeps alone.
  - ☐ His aunt and sister.
6. Where do people speak Swahili?
  - ☐ Only in Kenya.
  - ☐ In Eastern Africa.
  - ☐ In Africa.
7. Match the questions on the left with the answer on the right.

A	What does he speak?
B	What's his name?
C	Where's he from?
D	What can he make?
E	What time does he get up?
F	How old is he?
G	Who does he live with?

	Kenya.
	His parents, aunt and a sister.
	At 6 a.m.
	He's 9.
	His own toys.
	It's Alex Muthuma.
	Swahili and Kikuyu.

8. Read the next sentences and determine if they are **true (T)** or **false (F)**.
  - ☐ Alex and his brother like making cars. ( )
  - ☐ Alex's father repairs television sets. ( )
  - ☐ Alex and his family live near Nairobi. ( )
  - ☐ Most children in Kenya don't like reading. ( )
  - ☐ Alex enjoys going to school. ( )
9. Look at the following segments and match them with one of the letters in black squares inside the text.

	"I don't like washing clothes,"
	which is shown on Kenyan television once a week
	Yvonne
	which is also the kitchen and living room
	But there is electricity
	Alex's favorite food
	the capital of Kenya

TAP – Valeria

[1] Bueno. Acá pregunta qué es un artículo de que...no es de Internet porque no tiene, no se ve. Yo creo que es de periódico porque está organizado...como que la estructura. Está organizado.

[2] Aquí pregunta que de qué se trata el artículo. Trata como del niño, de la familia...los orígenes, las rutinas y...Pues yo creo que es de la rutina porque habla como lo que hace. [3]

Bueno, y acá en la 3, creo que es esta porque dice en el texto, entonces pues sí. [4] 4, este si no sé porque no entiendo bien la pregunta. No entiendo la pregunta, entonces no sé. No entiendo esta. No, esa no la entiendo. No, esta si no la encuentro tampoco en el texto. Esta si no sé. Esta la voy a dejar a lo último. [5] Está preguntando como con quién duerme o algo así...vamos a ver. Algo dice que "parents"... "his parents have the other room". Entonces, "parents" porque aquí dice "parents". [6] "where do people speak..." Hmmm, eso si no lo entiendo, es como de dónde es o algo así. Creo que encontré la respuesta de la 4 que es "on the weekend", la encontré, por fin. Ahora falta la otra, la 6. Esa no la entiendo, no la entiendo. Como de dónde es o algo así. Aquí dice que es como de África o algo. Voy a poner esa por descarte, porque no sé. [7]

Entonces, "where's he from?", puse Kenya. Esto, "what does he speak?", voy a poner Swahili and Kikuyu. La C, esta...digo en la A, voy a poner Swahili and Kikuyu. En la B, "what's his name?", voy a poner "It is Alex Muthuma". En la C, voy a poner Kenya. La D, "what can he make?", hmmm...esa no la entiendo, esa la voy a dejar de última. En la E, "what time does he get up?", que a qué horas se levanta. Entonces, voy a poner "at 6 am". En la F, "how old is he?", voy a poner "he is 9". Y en la G, "who does he live with?", voy a poner "his parents, aunt and sister". Y en la D, voy a poner "his own toys". [8] A ver, ahora la 8. "read the next sentence and determine if they are true or false", "Alex and his brother like making cars"...no miramos, no veo, no encuentro. No encuentro. "Alex and his brother like making cars"...No encuentro, no sé

si es verdadero o falso porque no encuentro nada que hable de los hermanos. No...no lo encontré, así que voy a poner falso porque no habla nada de eso. Entonces, "Alex's father repairs televisión sets". A ver. (mumbling parts of the text). No veo nada. Voy a poner falso, pero no estoy segura. Están preguntando como que él dónde vive. Entonces, vamos a buscar. Ah, sí, esa si es verdadera porque dice que viven en Nairobi, verdadera, true. "Most children in Kenya don't like reading" hummm, verdadero. "Alex enjoys going to school". No entiendo esa, no entiendo que es "enjoys" o como se diga. No, no entiendo. Entonces, no sé. Entonces, voy a poner por descarte porque la verdad no entiendo. [9] "Look at the following segments..." Ahí es con...ahí toca completar las columnas. Ay. Ahora sí toca leer bien todo porque toca mirar a cuál pertenece cada parte. Entonces, no sé. Voy a poner en la A "Alex's favorite food" porque hablan como de su...no, nada. Ahí no voy a poner nada. Ahí habla más es como de dónde vive y eso. Más bien voy a poner "the capital of Kenya", la A. En esa para completar voy a poner la A, "the capital of Kenya", porque hablan más de eso, como de dónde vive y eso. (mumbling parts of the text). Ahí no sé qué poner. Voy a poner "which is shown on Kenyan televisión once a week". Y, en la C voy a poner "I don't like washing clothes". En la D, voy a poner "Yvonne". En la E voy a poner "which is also the kitchen and living room" En la F voy a poner "Alex's favorite food". En la G voy a poner "but there is electricity", y ya.

**Appendix E: Interview Schedule Focus Group****Interview Schedule**

1. ¿Cómo se sintió en el desarrollo de los talleres?
2. ¿Cómo le pareció el diseño de los talleres?
3. ¿Qué opina de los temas y las actividades propuestas en el taller?
4. ¿Qué impacto tuvieron los temas escogidos en su desarrollo profesional?
5. ¿Qué opina del uso de textos auténticos durante los talleres?
6. ¿Qué dificultades encontró en el desarrollo de los talleres?
7. ¿Qué fue lo más interesante de los talleres?
8. ¿Qué opina de las estrategias de lectura escogidas para el desarrollo de los talleres?
9. ¿Qué impacto cree que tuvieron las estrategias de lectura trabajadas en su comprensión de lectura?
10. ¿De qué manera las estrategias y actividades de los talleres contribuyeron o no a mejorar su comprensión de lectura?
11. ¿Cuáles de las estrategias cree que aportaron en mayor medida a su proceso de comprensión de lectura?
12. ¿Qué otros comentarios quisiera agregar en relación al desarrollo de los talleres?



## Appendix F: Informed Consent Form

### Fundación Universitaria Los Libertadores Centro de Idiomas Consentimiento Informado

Estimado participante:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. Esta investigación se centra en el análisis del impacto de talleres basados en estrategias de lectura en la comprensión lectora de estudiantes de pregrado, en el aprendizaje del inglés. La población de estudio se centrará en estudiantes de la Facultad de Educación. El propósito es generar espacios que ayuden a mejorar los procesos de comprensión lectora en inglés, debido a la relevancia de esta habilidad en el desarrollo profesional de los estudiantes durante y después de su formación universitaria tales como, textos propios de la carrera, exámenes nacionales e internacionales en inglés, acceso a mejores oportunidades laborales, o cualquier estudio pos-gradual.

El estudio se aplicará con los estudiantes del presente curso, y se hará durante el semestre. Para lograr el cometido del estudio, se aplicarán una serie de herramientas de recolección de datos: a) notas de campo, donde el investigador observará el desarrollo de la clase durante la implementación de los talleres; b) artefactos de estudiantes, los talleres implementados en clase; c) entrevistas a grupos focales, previo acuerdo entre los estudiantes y el investigador; y d) protocolos verbales, los cuales serán aplicados dentro de los tiempos de clase al finalizar la implementación.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los participantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas). Además, el investigador será el único con acceso a los datos. También es importante señalar que el estudiante participará en este estudio de forma voluntaria, y está en la capacidad de retirarse del estudio en cualquier momento sin que esto genere ningún tipo de inconveniente en el desarrollo del curso. Sin embargo, seguirá asistiendo a todas sus sesiones de clase normalmente, al ser este curso parte de su programación académica.

Si le surgen más dudas acerca del estudio y su rol como participante puede contactarme en cualquier momento a través del correo [jagomez01@libertadores.edu.co](mailto:jagomez01@libertadores.edu.co), o de forma presencial en la universidad. Por favor diligencie la sección de abajo con el fin de autorizar o no su participación en este estudio.

Jhon Alexander Gómez Pintor  
Docente de cátedra

---

Yo, \_\_\_\_\_, con número de identificación \_\_\_\_\_ de \_\_\_\_\_, autorizo/ no autorizo mi participación en el presente estudio de investigación, previo conocimiento de sus implicaciones y de mi rol como participante. He recibido copia de este documento.

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Firma del estudiante

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Fecha